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BUREAU OF EDUCATIONAL RESEARCH—BULLETIN NO. 3

STANDARD REQUIREMENTS FOR MEMORIZING LITERARY MATERIAL

BY

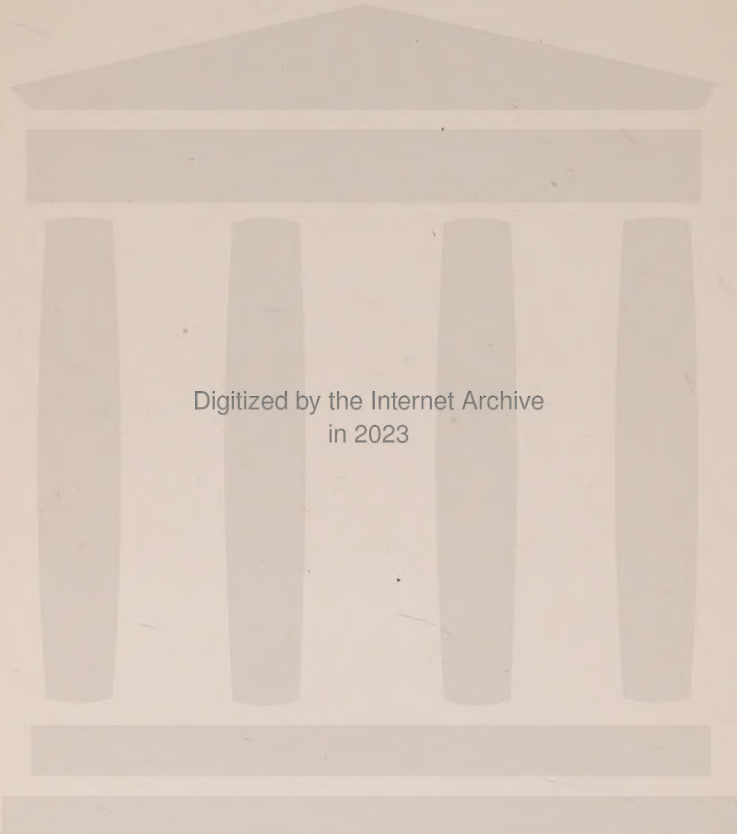
VELDA C. BAMESBERGER



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B. R. BUCKINGHAM, *Editor*



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STANDARD REQUIREMENTS FOR MEMORIZING LITERARY MATERIAL

BY

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FOREWORD

This bulletin grew out of an investigation which has been carried on in the Bureau of Educational Research during the past two years. A part of the study afforded material for a Master's thesis which was submitted to the Graduate School of the University of Illinois in June, 1919. Sincere thanks are extended to Professor B. R. Buckingham, Director of the Bureau of Educational Research, under whose direction and supervision the investigation was made.

EDITORIAL INTRODUCTION

If we accept Arnold's definition of culture as "acquainting ourselves with the best that has been known and said in the world," we shall make no small effort to assure ourselves that that with which we become acquainted shall indeed be the best. If we transfer this idea to the school and seek to offer to children the best that has been said and done, we shall be very careful in our selection of teaching materials. The best thinking and doing of the race are recorded in books. A part of the record is so well made—so fine in thought and so beautiful in form—that we desire school children to acquire it in the exact words in which it is expressed.

It is clear that the body of such material cannot be large; and it is equally clear that it must be of unusual excellence. From the vast range of what we call literature we select as much of the best as we can for reading purposes. But far more rigorously selected material is chosen to be memorized—to be made a permanent possession.

The report presented in the following pages attempts to show of what this highly restricted body of material actually consists according to the practice of the schools from which information may be obtained. Opinions will differ as to the extent to which these schools have succeeded in selecting the best. The value of the poems, proverbs, and "memory gems" is not a primary consideration in the report. It is evident, however, that any desirable reform must be based upon present practice as a point of departure. If memory requirements are ill-advised, we must know what these requirements are in order to supplant them. If they are well suited to the purpose, we must know what they are in order to preserve them. It is, therefore, believed that to show the facts, and to present them in a useful way, will not only be of immediate practical value to teachers and school officers, but will also provide an indispensable basis upon which a more worthy selection of memory materials may subsequently be made.

B. R. BUCKINGHAM,

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STANDARD REQUIREMENTS FOR MEMORIZING LITERARY MATERIAL

PART I—POETRY

I—THE PROBLEM

The amount and character of the memory work required in English Literature in the elementary school came up as a practical problem in the Bureau of Educational Research. The question emanated from a Superintendent of Schools who wished to know standards pertaining to memory work. An attempt was made to find investigations bearing on the subject, and one study was found. In the January, 1914, number of the Elementary School Teacher, Lewis Atherton published an article entitled "Literary Selections Most Frequently Memorized in The Public School." His data were collected from thirty-four city and state courses of study. He listed the selections mentioned by three or more courses according to the grades in which they were most often placed.

The article, however, was no more than a good beginning. It did not contain quantitative standards for memory work—i.e., no answer to the question "How much memorizing of literary material is being required." It made no distinction between poetry and prose. It grouped but a relatively small part of the selections (those mentioned 10 or more times) into grade lists and omitted to provide a bibliography showing where the selections might be found in printed form. Complete data as to the frequency of mention of a given poem in each grade were not given, nor an arrangement of the poems in the order of their popularity. Moreover the study was carried out upon a relatively small number of courses of study, and had been finished at least five years before the problem came up for consideration by the Bureau of Educational Research. The problem was therefore thought worthy of a more extensive treatment than had been attempted in Atherton's article.

II—PROCEDURE

Two hundred or more courses of study were examined and about one hundred which contained references to memory work were chosen. Later the state courses of study were eliminated as well as some city courses whose statements regarding memory work lacked precision. The number was thus reduced to fifty of the better city courses of study, and it is upon these that this report is directly based. These were the courses which showed the most complete lists of memory material and which contained specific requirements as to the amount of memory work demanded. An attempt was made to include courses of study from cities in various parts of the country. Five were from cities having a population of more than 250,000, eleven from cities between 100,000 and 250,000, and thirty-four from cities between 25,000 and 100,000. The cities were distributed geographically as follows: twenty from the North Atlantic states, three from the South Atlantic states, eleven from the North Central states, eight from the South Central states, and eight from the Western states.*

The references to literary material other than poetry were so indefinite that only poems were studied in detail. Some courses of study mentioned prose selections. In most of these cases it was impossible to determine agreement. In Part II, however, an attempt has been made to show in a general way the common practice with respect to material other than poetry.

The nature of the requirements concerning memory work varied greatly among the different courses of study. Poems were indicated "for study" by some courses. Others gave lists of poems, a few of which were "required for memory," the rest being merely "suggested for memory." Still other courses gave very long lists from which the teacher might choose a specified number for memory work. A few courses required all the poems mentioned to be memorized. A record of the character of the mention accorded each selection was kept. It was thought that the information might be used in determining its "importance" for memory work. The grades in which poems were mentioned were also recorded in order that the poems might be arranged in graded lists. All the poems were located in collections of poetry and the first lines were copied.

*A complete list of the courses of study is shown in Part III of this report.

III—DISTRIBUTION OF POEMS

In all 2,435 different poems were mentioned in the fifty courses of study. Table I shows the distribution of poems according to frequency of mention. One thousand five hundred forty poems or about five-eighths of the 2,435 poems were listed but once. A great many of these poems are anonymous, and some are very long. This latter fact may explain why most cities do not include them in their lists of memory selections. Sectional preferences are also evident to a certain extent. For example, a large number of Lanier's poems were mentioned by one southern city, while only one of them was popular enough to be mentioned by as many as five cities. Three hundred twenty-nine poems were mentioned five or more times. One hundred seventy-five poems were mentioned ten or more times; seventy-seven, twenty or more times; forty-six, twenty-five or more times; and twenty-six, thirty or more times.

TABLE I—DISTRIBUTION OF POEMS ACCORDING TO FREQUENCY OF MENTION

Times Mentioned	NUMBER OF POEMS	
	Mentioned the indicated number of times	Accumulated from the beginning
Over 45	1*	1
40—44	6	7
35—39	7	14
30—34	12	26
25—29	20	46
20—24	31	77
15—19	35	112
10—14	63	175
5—9	154	329
(9)	(18)	(193)
(8)	(25)	(218)
(7)	(30)	(248)
(6)	(31)	(279)
(5)	(50)	(329)
1—4	2106	2435
(4)	(96)	(425)
(3)	(155)	(588)
(2)	(315)	(895)
(1)	(1540)	(2435)
Total	2435	

IV—THE SELECTED LIST

The 329 poems mentioned five or more times in the fifty courses of study constitute the so-called Selected List which forms the basis of this report. Table II contains this list arranged in the order of decreasing frequency of mention. The poem which was named the greatest number of times (59) was "America."

It sometimes happened that a given course of study mentioned the same poem in two or more grades. This was particularly true in the case of patriotic poems. In Table II the column headed "Cities Mentioning" indicates the number of different cities whose courses of study listed each poem. As will be observed, "America," although mentioned 59 times, was listed by but 30 of the 50 cities. Fifteen other poems were listed by a greater number of cities. It is rather remarkable that 20 out of 50 representative cities should have failed to mention "America," when listing poems which they desire their children to learn. Perhaps most if not all of these cities, however, required the memorizing of this poem in connection with the music work. The same condition holds true for the "Star Spangled Banner" (No. 8) which was mentioned by only 26 cities.

Weighted Values—It was felt that more weight ought to be given to a listing of a poem "Required for Memory" than to a listing in which the poem was merely "Suggested for Memory," and that still less weight should be given when a poem was suggested for memory while others, presumably better, were required. The least weight would seem to be appropriate when poems were merely "Suggested for Study," although it is to be understood that in this case poems are expected to be much more than merely read by pupils, and parts of them are often recommended for memorizing. Poems merely recommended for reading were omitted from this study entirely. In arriving at a judgment, therefore, of the importance of poems for elementary school use, it was thought proper to give weights of one, two, three, and four respectively to lists made up "For Study," to those made up of poems "Suggested for Memory Others Required," to those made up of poems "Suggested for Memory Without Distinction," and to those made up of poems "Required for Memory." The number of courses of study indicating each type of "mention" was multiplied by its corres-

TABLE II—A SELECTED LIST OF POEMS AND PARTS OF POEMS MENTIONED FIVE OR MORE TIMES IN FIFTY COURSES OF STUDY

No.	Author	Title	Times Men- tioned	Cities Men- tion'g	Weighted Value
1	Smith	America	59	30	207
2	Longfellow	Children's Hour, The	44	39	135
3	Field	Dutch Lullaby	43	41	136
4	Longfellow	Village Blacksmith, The	42	39	134
5	Stevenson	My Shadow	42	40	130
6	Jackson	September	41	36	125
7	Scott	Breathes There a Man	40	38	129
8	Key	Star Spangled Banner	38	26	135
9	Stevenson	Wind, The	38	32	112
10	Browning	Songs from Pippa Passes	35	30	105
11	Hunt	Abou Ben Adhem	35	35	111
12	Jackson	October's Bright Blue Weather	35	32	109
13	Longfellow	Arrow and the Song, The	35	33	116
14	Stevenson	Bed in Summer	35	33	102
15	Lowell	First Snowfall, The	34	26	104
16	Bennett	Flag Goes By, The	33	27	101
17	Hemans	Landing of the Pilgrims, The	33	30	101
18	Ingelow	Seven Times One	33	33	96
19	Tennyson	Sweet and Low	33	31	103
20	Whittier	Barefoot Boy, The	33	31	102
21	Wordsworth	I Wandered Lonely as a Cloud	33	27	96
22	Stevenson	Swing, The	32	31	102
23	Rands	Great, Wide, Beautiful, Wonderful World	32	29	93
24	Field	Night Wind, The	31	29	92
25	Tennyson	Bird and the Baby, The	31	30	94
26	Holmes	Chambered Nautilus, The	30	28	97
27	Child	Thanksgiving Day	29	26	85
28	Field	Why Do Bells for Christ- mas Ring?	29	25	82
29	Drake	American Flag, The	28	21	94
30	Miller	Blue Bird, The	28	24	81
31	Thaxter	Sandpiper, The	28	21	82
32	Emerson	Concord Hymn	27	24	85
33	Holmes	Old Ironsides	27	27	86
34	Howe	Battle Hymn of the Republic	27	19	94
35	Larcom	Brown Thrush, The	27	25	77
36	Longfellow	Hiawatha's Childhood	27	24	82
37	Sherman	Daisies	27	24	85
38	Stevenson	Land of Story Books, The	27	26	76
39	Field	Little Boy Blue	26	26	76
40	Moore	Visit from St. Nicholas, A	26	24	77
41	Tennyson	Bugle Song	26	24	77
42	Whittier	Corn Song, The	26	23	78
43	Bryant	Robert of Lincoln	25	23	75
44	Longfellow	Day is Done, The	25	23	78
45	Miller	Columbus	25	24	76
46	Tennyson	Brook, The	25	20	73

TABLE II—(Continued)

No.	Author	Title	Times Men- tioned	Cities Men- tion'g	Weighted Value
47	Bryant	To a Waterfowl	24	23	76
48	Kipling	Recessional	24	24	76
49	Longfellow	Paul Revere's Ride	24	22	70
50	Shakespeare	Mercy Speech (Merchant of Venice)	24	23	77
51	Bunner	One, Two, Three	23	22	64
52	Carlyle	To-day	23	23	73
53	Cary	November	23	18	63
54	Coolidge	How the Leaves Came Down	23	20	64
55	Hogg	Boy's Song	23	23	67
56	Holland	Gradatim	23	22	71
57	Longfellow	Builders, The	23	21	67
58	Rossetti	Wind, The	23	23	67
59	Taylor	Twinkle, Twinkle, Little Star	23	23	65
60	Whitman	O Captain! My Captain!	23	22	72
61	Brooks	O Little Town of Bethle- hem	22	20	67
62	Brown	Little Plant, The	22	22	64
63	Longfellow	Psalm of Life, A	22	20	68
64	Stevenson	Rain	22	22	62
65	Stevenson	Where Go the Boats?	22	21	64
66	Tennyson	Charge of the Light Brigade	22	22	66
67	Emerson	Fable	21	20	75
68	Longfellow	Hiawatha	21	18	56
69	Lowell	Vision of Sir Launfal, The	21	17	61
70	Stevenson	Windy Nights	21	19	57
71	Alexander	All Things Bright and Beautiful	20	20	61
72	Allingham	Wishing	20	19	56
73	Bjornson	Tree, The	20	19	59
74	Cary	Suppose	20	19	60
75	Jackson	Down to Sleep	20	20	58
76	Payne	Home, Sweet Home	20	13	67
77	Stevenson	Cow, The	20	20	54
78	Bryant	Planting of the Apple Tree, The	19	19	75
79	Field	Norse Lullaby	19	19	56
80	Gould	Frost, The	19	18	49
81	Houghton	Good-Night and Good- Morning	19	18	48
82	Houghton	Lady Moon	19	18	56
83	Kingsley	Lost Doll, The	19	19	54
84	Pierpont	Warren's Address	19	17	59
85	Whittier	Snow Bound: A Winter Idyll	19	18	48
86	Aldrich	Marjorie's Almanac	18	17	53
87	Cooper	Come, Little Leaves	18	16	52
88	Whittier	In School Days	18	17	53
89	Allingham	Fairies, The	17	17	43
90	Cary	Nobility	17	17	53

TABLE II—(Continued)

No.	Author	Title	Times Men- tioned	Cities Men- tion'g	Weighted Value
91	Field	Duel, The	17	17	46
92	Finch	Blue and the Gray, The	17	16	51
93	(From the German)				
94	MacDonald	Sleep Baby Sleep Baby, The (At the Back of the North Wind)	17	16	54
95	Riley	Old Glory	17	17	47
96	Rossetti	Boats Sail on the Rivers	17	16	54
97	Thaxter	Spring	17	16	51
98	Allingham	Robin Redbreast	17	17	49
99	Allison	Which Loved Best?	16	16	46
100	Child	Who Stole the Bird's Nest?	16	16	45
101	Field	Japanese Lullaby	16	15	43
102	Field	Rockabye Lady, The	16	16	47
103	Longfellow	Daybreak	16	16	46
104	Longfellow	Hiawatha's Sailing	16	13	45
105	Longfellow	Ship of State, The	16	16	48
106	Morris	Woodman, Spare That Tree	16	16	52
107	Bryant	March	16	15	46
108	Burns	For A' That and A' That	15	14	41
109	Holmes	Last Leaf, The	15	15	44
110	Sherman	Four Winds, The	15	14	45
111	Sill	Opportunity	15	14	42
112	Wadsworth	Over in the Meadow	15	15	42
113	Aldrich	Before the Rain	15	15	39
114	Bryant	Thanatopsis	14	14	43
115	Lear	Owl and the Pussy Cat, The	14	13	39
116	Procter	Sea, The	14	13	43
117	Shakespeare	Under the Greenwood Tree (As You Like It)	14	13	38
118	Shelley	Cloud, The	14	12	38
119	Sherman	Dewdrop, A	14	13	36
120	Stevenson	Autumn Fires	14	13	40
121	Stevenson	Land of Counterpane, The	14	14	40
122	Addison	Spacious Firmament on High, The	14	13	47
123	Bryant	Gladness of Nature, The	13	13	36
124	Bryant	To the Fringed Gentian	13	13	38
125	Cary	Don't Give Up	13	13	40
126	Coleridge	He Prayeth Best	13	12	35
127	Emerson	Snow Storm, The	13	11	37
128	Emerson	We Thank Thee	13	11	33
129	Field	Sugar Plum Tree, The	13	12	37
130	Follen	New Moon, The	13	12	37
131	Longfellow	Rain in Summer	13	13	36
132	Lowell	Day in June, A	13	12	34
133	Lowell	Fatherland, The	13	11	36
134	Stevenson	My Bed is a Boat	13	13	39
135	Stevenson	Sun's Travels, The	13	12	36
136	Tennyson	Break, Break, Break	13	11	36
137	Tennyson	Crossing of the Bar	13	12	40
138	Whittier	Barbara Frietchie	13	13	40

TABLE II—(Continued)

No.	Author	Title	Times Men- tioned	Cities Men- tion'g	Weighted Value
139	Coleridge	Answer to a Child's Question	12	10	34
140	Longfellow	Excelsior	12	12	34
141	Lowell	Fountain, The	12	11	30
142	MacDonald	Wind and the Moon, The	12	12	35
143	Riley	Sudden Shower, A	12	10	28
144	Shakespeare	Polonius to Laertes (Hamlet)	12	11	36
145	Stevenson	Lamplighter, The	12	12	31
146	Taylor	I Like Little Pussy	12	12	33
147	Taylor	Violet, The	12	12	34
148	Wordsworth	To a Butterfly	12	11	42
149	Brooks	Christmas Everywhere	11	10	32
150	Browning	Incident of the French Camp, An	11	11	29
151	Fields	Ballad of the Tempest, The	11	11	30
152	Hopkinson	Hail Columbia!	11	4	31
153	Longfellow	Building of the Ship, The	11	10	29
154	Read	Sheridan's Ride	11	11	35
155	Riley	Little Orphant Annie	11	11	30
156	Sherman	Golden Rod	11	9	32
157	Tennyson	Owl, The	11	10	29
158	Thaxter	March	11	11	24
159	Blake	Lamb, The	10	10	31
160	Holmes	Union and Liberty	10	10	37
161	Hugo	Good Night	10	10	30
162	Kingsley	Farewell, A	10	10	31
163	Krout	Little Brown Hands	10	10	28
164	Longfellow	Rainy Day, The	10	10	28
165	Lowell	To the Dandelion	10	8	25
166	Newman	Lead Kindly Light	10	10	31
167	Perry	Coming of Spring, The	10	10	27
168	Riley	Song, A	10	10	27
169	Shelley	Sky Lark, The	10	10	28
170	Sherman	Leaves at Play	10	10	27
171	Stevenson	Foreign Children	10	9	25
172	Stevenson	Foreign Lands	10	10	28
173	Tate	Christmas	10	9	23
174	Tennyson	Ring Out, Wild Bells	10	10	30
175	Wordsworth	Written in March	10	10	26
176	Browning	Child's Thought of God, A	9	9	23
177	Bryant	Death of the Flowers, The	9	9	25
178	Bryant	Song of Marion's Men	9	9	23
179	Cone	Dandelions, The	9	8	26
180	Garabrant	Dandelion	9	9	24
181	Gray	Elegy Written in a Country Churchyard	9	9	22
182	Jewett	Discontent	9	9	24
183	Kipling	White Seal, The	9	9	24
184	Macauley	Horatius	9	9	18
185	Riley	Knee Deep in June	9	9	27
186	Shakespeare	Hark, Hark! the Lark (Cymbeline)	9	9	23

TABLE II—(Continued)

No.	Author	Title	Times Men- tioned	Cities Men- tion'g	Weighted Value
187	Sherman	Clouds	9	9	25
188	Stedman	What the Winds Bring	9	9	24
189	Thaxter	Wild Geese	9	9	20
190	Thomas	Talking in Their Sleep	9	9	24
191	Vandegrift	Sand Man, The	9	9	24
192	Wolfe	Burial of Sir John Moore	9	9	27
193	Wordsworth	To a Skylark	9	9	23
194	Browning	How They Brought the Good News	8	8	18
195	Campbell	Hohenlinden	8	8	22
196	Edwards	Child's Prayer, A	8	8	21
197	Field	Seein' Things	8	7	18
198	Herford	Elf and the Dormouse, The	8	7	17
199	Higinson	Four Leaf Clovers	8	8	20
200	Howitt	Voice of Spring, The	8	8	17
201	Larcom	If I Were a Sunbeam	8	8	24
202	Longfellow	Bell of Atri, The	8	8	18
203	Longfellow	Evangeline	8	8	19
204	Longfellow	Old Clock on the Stairs, The	8	8	22
205	Longfellow	Wreck of the Hesperus, The	8	8	20
206	Lowell	Heritage, The	8	8	21
207	Lowell	Yussouf	8	8	23
208	Riley	Brook Song, The	8	8	22
209	Scott	Lochinvar	8	7	21
210	Shakespeare	Good Name (Othello)	8	8	23
211	Sherman	Snowflakes	8	8	17
212	Sherman	Wizard Frost	8	7	17
213	Southey	Inchcape Rock, The	8	7	26
214	Taylor	Thank You Pretty Cow	8	8	16
215	Tennyson	Flower in the Crannied Wall	8	8	22
216	Tennyson	Throstle, The	8	8	21
217	Thaxter	Little Gustava	8	8	20
218	Wordsworth	My Heart Leaps up When I Behold	8	8	19
219	Bates	Who Likes the Rain?	7	7	16
220	Browning	Home Thoughts from Abroad	7	6	17
221	Cary	Order for a Picture, An	7	7	19
222	Cary	They Didn't Think	7	7	19
223	Cooper	October's Party	7	7	22
224	Cooper	Wonderful Weaver, The	7	6	15
225	Cooper	What Robin Told	7	7	21
226	Holland	Christmas Carol, A	7	7	20
227	Hood	I Remember, I Remember	7	7	17
228	Kipling	L'Envoi	7	7	19
229	Lanier	Song of the Chattahoochee, The	7	7	18
230	Lowell	Aladdin	7	7	20
231	Lowell	Finding of the Lyre, The	7	7	17
232	Mackay	Tubal Cain	7	7	17
233	Riley	Life Lesson, A	7	7	22

TABLE II—(Continued)

No.	Author	Title	Times Men- tioned	Cities Men- tion'g	Weighted Value
234	Scott	Lullaby of an Infant Chief	7	7	17
235	Shakespeare	Mark Anthony's Address (Julius Caesar)	7	7	21
236	Shakespeare	Orpheus with His Lute (King Henry the Eighth)	7	7	17
237	Sherman	Real Santa Claus, A	7	7	15
238	Sherman	Hide and Seek	7	7	14
239	Sherman	Snowbird, The	7	7	15
240	Taylor	Song of the Camp, The	7	7	18
241	Tennyson	In Memoriam	7	6	21
242	Tennyson	King Arthur	7	7	20
243	Tennyson	Sir Galahad	7	7	17
244	Tennyson	Window, The	7	7	18
245	Watts	Busy Bee, The	7	7	15
246	Whittier	Huskars, The	7	5	15
247	Wordsworth	Lucy Gray	7	7	17
248	Wordsworth	Kitten and the Falling Leaves, The	7	7	17
249	Anonymous	Laughing Chorus, A	6	6	16
250	Bangs	Little Elf, The	6	6	13
251	Blake	Tiger, The	6	6	17
252	Burns	Bannockburn	6	6	14
253	Byron	Eve of Waterloo, The	6	6	16
254	Campbell	Lord Ullin's Daughter	6	6	14
255	Cary	Leak in the Dyke, The	6	6	15
256	Emerson	Rhodora, The	6	6	13
257	Hale	Mary's Lamb	6	6	15
258	Hemans	Casabianca	6	6	12
259	Hogg	Skylark, The	6	6	15
260	Howlister	Our Flag	6	6	21
261	Jones	What Constitutes a State?	6	6	15
262	Kingsley	Three Fishers, The	6	6	14
263	Kipling	If	6	5	19
264	Lang	Scythe Song	6	6	14
265	Lear	Nonsense Alphabet	6	5	13
266	Longfellow	Courtship of Miles Standish, The	6	6	12
267	Longfellow	Ladder of St. Augustine, The	6	6	17
268	Lowell	Stanzas on Freedom	6	6	17
269	McDonald	Little White Lily, The	6	6	16
270	Mackay	Miller of the Dee, The	6	6	18
271	Nesbitt	Your Flag and My Flag	6	6	20
272	Proctor	One by One	6	6	16
273	Rossetti	Milking Time	6	6	15
274	Sherman	May	6	5	15
275	Stevenson	Happy Thought	6	6	15
276	Stevenson	Whole Duty of Children	6	6	18
277	Thaxter	Chanticleer	6	6	12
278	Wilder	Stand by the Flag	6	6	16
279	Wordsworth	We Are Seven	6	5	12
280	Alexander	Burial of Moses, The	5	5	14
281	Anonymous	Secret, The	5	5	13
282	Browning	Pied Piper of Hamelin, The	5	5	9

TABLE II—(Continued)

No.	Author	Title	Times Men- tioned	Cities Men- tion'g	Weighted Value
283	Bryant	Yellow Violet, The	5	5	11
284	Burns	My Heart's in the Highlands	5	5	13
285	Byron	Destruction of Sennacherib	5	5	13
286	Cary	Obedience	5	5	13
287	Cowper	Nightingale and the Glowworm, The	5	5	12
288	Deland	While Shepherds Watched Their Flocks by Night	5	5	15
289	Dodge	Snowflakes	5	5	12
290	Emerson	Each and All	5	5	12
291	Emerson	Forbearance	5	5	11
292	Howitt	Fairies of the Caldon Low, The	5	5	10
293	Jelliffe	Clovers, The	5	5	11
294	Keats	On the Grasshopper and Cricket	5	5	12
295	Keble	All Things Beautiful	5	5	13
296	Larcom	Calling the Violet	5	5	12
297	Larcom	Rivulet, The	5	5	12
298	Longfellow	Hiawatha's Friends	5	5	13
299	Longfellow	King Robert of Sicily	5	5	11
300	Longfellow	Sandalphon	5	5	11
301	Lowell	Ode Recited at the Har- vard Commemoration	5	5	13
302	Milton	On His Blindness	5	5	15
303	Milton	Song on a May Morning	5	5	13
304	Moore	Minstrel Boy, The	5	5	13
305	Poulsson	First Christmas, The	5	5	14
306	Poulsson	While Stars of Christmas Shine	5	5	18
307	Rossetti	O Lady Moon	5	5	14
308	Rossetti	Swallow, The	5	5	13
309	Rossetti	What Does the Bee Do?	5	5	12
310	Sangster	We Thank Thee	5	5	18
311	Saxe	Blind Men and the Elephant, The	5	5	14
312	Scott	Lady of the Lake	5	5	7
313	Shakespeare	Ariel's Song (The Temp- est)	5	5	12
314	Shaw	Columbia, the Gem of the Ocean	5	5	18
315	Sherman	Song for Winter	5	5	8
316	Southey	Little Ladybird, The	5	4	8
317	Stevenson	Good Play, A	5	5	12
318	Stevenson	Farewell to the Farm	5	5	16
319	Stevenson	Singing	5	5	11
320	Stevenson	Moon, The	5	5	15
321	Stevenson	Time to Rise	5	5	13
322	Stoddard	Abraham Lincoln	5	5	14
323	Tennyson	Eagle, The	5	5	13
324	Thaxter	April	5	5	12
325	Thaxter	Piccola	5	5	11
326	Van Dyke	Song Sparrow, The	5	5	12
327	Whittier	Three Bells, The	5	5	9
328	Wordsworth	Fidelity	5	4	9
329	Wordsworth	Pet Lamb, The	5	5	11

ponding weight and the sum of the products was taken to give the "Weighted Value" appearing in the last column of Table II. For instance, "America" was mentioned as follows:

	Frequency	Weight	Product
For Study.....	1	1	1
Suggested for Memory Others			
Required	3	2	6
Suggested for Memory with-			
out Distinction.....	20	3	60
Required for Memory.....	35	4	140
	—		—
TOTAL.....	59		207

Weighting these frequencies of mention according to our scheme we have for the weighted value of "America" 207 as shown in Table II. This value greatly exceeded that of any other poem. Poems which were mentioned an equal number of times might thus vary considerably in weighted value according to the type of mention which they received. For example, "Abou Ben Adhem," "The Arrow and the Song," and "Bed in Summer," were all mentioned 35 times, but varied in weighted value from 102 to 116. "Bed in Summer" and "Abou Ben Adhem" were definitely required for memory only 5 and 9 times respectively; while "The Arrow and the Song," which received the weighted value of 116 was required for memory by 12 cities.

Correspondence in Ranking by the Three Methods—An examination of Table II will show in a general way the extent to which the ranking of the poems is the same under the three captions "Times Mentioned," "Cities Mentioning," and "Weighted Value." The table is arranged according to the decreasing frequencies of "Times Mentioned." Considering only the first twenty-five poems (those mentioned 31 or more times) one finds that but two of them would fail to be included in a list of the twenty-five poems mentioned by the largest number of cities. In other words, the twenty-five most popular poems according to the one arrangement are also the twenty-five most popular poems according to the other arrangement with but two exceptions. These poems are "The Star Spangled Banner" and Lowell's "The First Snowfall." Although they have a ranking of 8 and 15 respectively on the basis of "Times Mentioned" they were listed in each case by but 26 *different* cities.

Again, only 3 poems (Holmes' "Chambered Nautilus"; Drake's "The American Flag"; and Howe's "The Battle Hymn of the Republic") which fall outside the first 25 poems according to "Times Mentioned" are entitled to a ranking among the first 25 on the basis of "Weighted Value." Here as in so many other instances, the introduction of weights proves to have little practical utility—at least where the number of measures is fairly large.

A general expression of the closeness of correspondence between the three arrangements is furnished for the entire 329 poems by the correlation coefficients. These are:

1. Correlation between "Times Mentioned" and "Cities Mentioning" 0.96
2. Correlation between "Times Mentioned" and "Weighted Value" 0.99
3. Correlation between "Cities Mentioning" and "Weighted Value" 0.95

Evidently either one of these bases of arrangements will yield much the same results. Only occasionally, as in the cases pointed out above, does this fail to be the case, and even then the deviations are not large.

At this point it would be natural to mention the ten, twenty, thirty, etc., most frequently used poems. Since, however, a reading of Table II at once discloses this information, it is clearly unnecessary to repeat here the names and authors of such poems. Those interested in selecting for school use, the poems which are now used to the greatest extent throughout the country may do so directly from Table II.

Comparison of the Selected List with Atherton's List—As a criticism of the Selected List we have compared it with the list submitted by Atherton in the article mentioned above. His list consisted of 382 titles; ours of 329. There were 255 titles common to both lists. Therefore, 66.7% or two-thirds of the 382 poems in Atherton's list appeared in the "Selected List." Similarly, 77.5% or more than three-fourths of the poems in the Selected List, were also included in his list. If the "Selected List" had contained all the poems mentioned 3 or more times (as Atherton's list did) practically all of the selections in his list would have been included. Since the courses of study used in the two investigations covered different periods of time and

for the most part different localities, it is clear that the "Selected List" contains poems which are considered by consensus of opinion to be the most valuable for memory work in the schools. Moreover, since the courses of study used by Atherton's investigation preceded those used in ours by from five to ten years, it would appear that material chosen for memory work has scarcely changed during recent years. Poems which have found a place in courses of study are those which have stood the test of time. Teachers will find it necessary to supplement such lists by more recent poetry which in their judgment should be included.

The Newer Poetry—A few of the 1919 courses of study did include some of the best-known war poems. McRae's "In Flanders Fields," Service's "Carry On," and Seegar's "Rendezvous with Death" were all noted. One course of study required for memory "Keep the Home Fires Burning" and "There's A Long, Long Trail A-Winding." The inclusion of the last two selections illustrates the recent tendency of some courses to include almost any material dealing with the war regardless of its value. No recent poems other than those dealing with the war were listed by any of the courses of study.

If we may comment in general terms on this condition, we should say that in this type of material we have a conspicuous example of the extent to which the course of study in our schools lags behind current conditions. We pay a price for the assurance that each piece of literary material has "stood the test of time."

V—GRADING THE SELECTED LIST

One of the most important steps in the study of standards in memory work is to determine the grades in which the various poems should be taught. Table III shows a grading of the 329 poems in the Selected List. The figures in the first column correspond to those preceding the poems in Table II. Thus poem No. 1 in Table III is "America"; poem No. 2 is "The Children's Hour"; etc. The figures in the body of the table indicate the number of times each poem was mentioned in grades one to eight inclusive. The figures in the column headed "Total" give the total number of times each poem was mentioned. They are the same as the entries in the column headed "Times Mentioned" in Table I.

How the Poems Were Graded—The grade in which a poem received the highest frequency of mention was, in general, taken as the grade to which, on the basis of practice, it belonged, the argument being that the most reasonable grading was that agreed to by the greatest number. Poem 1 was mentioned fifteen times in Grade II. This is a higher frequency than was found for it in any other grade; therefore Grade II is the one to which usage assigns "America" for memorizing. Similarly, No. 2 with a frequency of 20 in Grade III is assigned to that grade. Occasionally a poem was found with an equal frequency in two adjacent grades. No. 54 (Coolidge's "How the Leaves Came Down") is an example of this case. The poem was mentioned eight times in Grade II and the same number of times in Grade III. However, it was mentioned six times in Grade I and only once in Grade IV. Therefore, the greater frequency in Grade I suggests that the poem is better placed in Grade II than in Grade III.

No. 259 (Hogg's "The Skylark") shows a frequency of two both in Grade IV and in Grade VI. It was not mentioned in Grade V by any course of study, but the poem was mentioned once in Grades III and VIII. It was, however, placed in the fifth grade because just as many schools had seen fit to place it above the fifth as had placed it below the fifth. If a greater number of schools had mentioned the poem, there probably would have been a piling up of frequency in Grade V.

Patriotic poems show as a rule a fairly even distribution in all the grades. This condition is largely due to the fact that many cities require these poems throughout the school system. Nevertheless, the grade receiving the highest frequency is taken as the grade in which the poem may be most appropriately taught. Patriotic reasons may dictate the presentation of such poems in earlier grades, but the children in these grades are unlikely to appreciate their thought. It must be remembered that although our patriotic poetry appeals to a relatively simple emotion, it was not composed for children and the style in which it is written is a mature style. One needs but to run over in mind the first stanzas of "America" or of the "Star Spangled Banner" with their inversions and involved constructions, to appreciate the fact that children of the lower grades rarely understand their meaning.

TABLE III—A SUGGESTED GRADING OF POEMS MENTIONED FIVE OR MORE TIMES

No.	NUMBER OF TIMES MENTIONED IN THE INDICATED GRADES								Total	Grade Suggested
	I	II	III	IV	V	VI	VII	VIII		
1	11	15	10	11	4	4	2	2	59	II
2	3	5	20	12	4				44	III
3	6	22	13	2					43	II
4		3	6	20	12	1			42	IV
5	21	20	1						42	I
6	4	11	16	10					41	III
7			2	2	4	10	7	15	40	VIII
8	2	2	3	6	11	5	7	2	38	V
9	14	16	6		1			1	38	II
10	4	5	7	4	6	4	5		35	V
11				1	12	15	4	3	35	VI
12		2	10	14	7	2			35	IV
13	2	1	2	11	10	2	6	1	35	IV
14	22	12	1						35	I
15		1	4	11	9	8	1		34	IV
16		2	3	6	10	12			33	V
17			2	4	13	11	2	1	33	V
18	4	18	11						33	II
19	3	6	14	7	2			1	33	III
20		2	2	10	15	4			33	V
21			1	10	5	10	1	6	33	VI
22	23	7	2						32	I
23	1	9	17	5					32	III
24		11	1	17	2				31	IV
25	29	2							31	I
26					1	2	10	17	30	VIII
27	5	12	9	2		1			29	II
28	14	12	3						29	I
29	1	1	4	1	2	8	8	3	28	VI
30	2	13	7	6					28	II
31			4	19	4	1			28	IV
32				1	4	8	6	8	27	VI
33				1	3	14	4	5	27	VI
34	1	1	2	2	3	3	5	10	27	VIII
35		15	10		2				27	II
36	6	16	5						27	II
37	10	15	2						27	II
38	3	12	11	1					27	II
39	9	7	6	3				1	26	I
40	6	3	14	2	1				26	III
41			1	1	2	11	6	5	26	VI
42			1	8	11	6			26	V
43	1		5	11	4	3		1	25	IV
44				1	14	8		2	25	V
45				1	2	8	11	3	25	VII
46			7	7	5	3	1	2	25	IV
47					2	6	8	8	24	VII
48							5	19	24	VIII
49			1	3	9	7	3	1	24	V
50					1	2	4	17	24	VIII
51	4	9	8	2					23	II

TABLE III (Continued)

No.	NUMBER OF TIMES MENTIONED IN THE INDICATED GRADES								Total	Grade Suggested
	I	II	III	IV	V	VI	VII	VIII		
52			3	1	13	4	2		23	V
53	3	6	9	1	3		1		23	III
54	6	8	8	1					23	II
55	1	1	11	10					23	III
56				2	4	5	7	5	23	VII
57					6	14	3		23	VI
58	20	3							23	I
59	21	2							23	I
60							6	17	23	VIII
61	1		8	5	5	3			22	III
62	21		1						22	I
63					6	13	2	1	22	VI
64	20	2							22	I
65	6	9	7						22	II
66					2	10	9	1	22	VI
67			3	3	11	4			21	V
68	3	6	4	3	2	1	1	1	21	II
69			1	1	1	2	5	11	21	VIII
70	7	10	3		1				21	II
71	10	8	1	1					20	I
72		5	12	3					20	III
73	2	6	11	1					20	III
74	2	9	8	1					20	II
75			3	3	10	4			20	V
76	1	1	1	6	5	3	1	2	20	IV
77	19	1							20	I
78			1	5	10	1	2		19	V
79	1	2	11	5					19	III
80	1	5	5	7	1				19	IV
81	3	8	8						19	II
82	9	9	1						19	II
83	8	8	2	1					19	II
84					3	3	6	7	19	VIII
85			1	1	2	2	5	8	19	VIII
86		4	12	2					18	III
87	10	7	1						18	I
88		1	1	3	8	5			18	V
89		7	5	4		1			17	II
90				2	2	10	3		17	VI
91	2	13	2						17	II
92				1	1	9	3	3	17	VI
93	15	2							17	I
94	14	2	1						17	I
95			2	1	3	5	3	3	17	VI
96	14	3							17	I
97	3	8	6						17	II
98	2	8	5	1					16	II
99	6	6	4						16	II
100	7	7	2						16	II
101	1	6	4	5					16	II
102	5	7	4						16	II
103		2	2	6	3	1	2		16	IV

TABLE III—(Continued)

No.	NUMBER OF TIMES MENTIONED IN THE INDICATED GRADES								Total	Grade Suggested
	I	II	III	IV	V	VI	VII	VIII		
104		2	11	1	2				16	III
105				1	6	3	2	4	16	V
106			2	3	9	2			16	V
107			3	2	3	7			15	VI
108					1	4	2	8	15	VIII
109				1	2	2	3	7	15	VIII
110	2	7	4		2				15	II
111						1	4	10	15	VIII
112	14	1							15	I
113					3	11			14	VI
114							4	10	14	VIII
115	2	5	5	2					14	II
116			1	5	3	3		2	14	IV
117				4	6	1		3	14	V
118		1	1	2		2	3	5	14	VIII
119	10	3	1						14	I
120	8	5	1						14	I
121	6	4	4						14	I
122				1		4	5	3	13	VII
123				2	8		3		13	V
124			1	1	3	3	3	2	13	VI
125	1		12						13	III
126			5	6		1	1		13	IV
127			2	1	1	3	5	1	13	VII
128	4	7	1	1					13	II
129	6	5	1		1				13	I
130	6	7							13	II
131			2	6	4	1			13	IV
132				2	1	1	2	7	13	VIII
133			1	1	2	2	4	3	13	VII
134	5	6	2						13	II
135	3	8	2						13	II
136			1		3	7	1	1	13	VI
137					1	2	5	5	13	VII
138				2	9	1	1		13	V
139		6	5	1					12	II
140				2	8	1	1		12	V
141			3	6	1	1		1	12	IV
142	1	1	2	6	2				12	IV
143			4	5	2	1			12	IV
144							1	11	12	VIII
145	6	3	3						12	I
146	11	1							12	I
147		2	8	2					12	III
148		1	7	3		1			12	III
149	1	1	1	1	3	4			11	VI
150					2	3	4	2	11	VII
151		1	5	2	2	1			11	III
152	1	1	2	2	1	2	1	1	11	IV
153						1	7	3	11	VII
154					1	6	2	2	11	VI
155			7	2	1	1			11	III

TABLE III—(Continued)

No.	NUMBER OF TIMES MENTIONED IN THE INDICATED GRADES								Total	Grade Suggested
	I	II	III	IV	V	VI	VII	VIII		
156	4	3	1	3					11	I
157		1	7	3					11	III
158	2	1	4	2	1	1			11	III
159	5	3	1	1					10	I
160						3	5	2	10	VII
161	9		1						10	I
162			2	5	2	1			10	IV
163			5	3	2				10	III
164			1	2	1	1	4	1	10	VII
165			2	1		5		2	10	VI
166					3	1	2	4	10	VIII
167		2	1	1	2	4			10	VI
168			3	1	3	1	2		10	V
169					1		3	6	10	VIII
170	5	4	1						10	I
171	2	5	2	1					10	II
172	1	4	4	1					10	II
173			3	3		3			10	IV
174					2	4	2	2	10	VI
175		2	2	4	2				10	IV
176		1	6	2					9	III
177				1		3	2	3	9	VII
178						2	5	2	9	VII
179			5	1	1	1	1		9	III
180	1	4		3		1			9	II
181							1	8	9	VIII
182	1	5	1	2					9	II
183		3		2	2	1	1		9	II
184			1			2	4	2	9	VII
185			1	1	3	3	1		9	V
186			1	3		1	3	1	9	VI
187	1	1	5	2					9	III
188	1	2	6						9	III
189	1	4	2	2					9	II
190	1	1	4	3					9	III
191		1	8						9	III
192				1		5	1	2	9	VI
193					1	5	3		9	VI
194						4	3	1	8	VI
195					1	3	4		8	VII
196	2	2	4						8	III
197		1	4	2	1				8	III
198	1	6	1						8	II
199	1	1	1	2	3				8	V
200			5	2	1				8	III
201		7	1						8	II
202				4	1	2	1		8	IV
203							5	3	8	VII
204	1			1	5	1			8	V
205			2	4	2				8	IV
206				1	3	2	2		8	V

TABLE III—(Continued)

No.	NUMBER OF TIMES MENTIONED IN THE INDICATED GRADES								Total	Grade Suggested
	I	II	III	IV	V	VI	VII	VIII		
207				2	1	1	2	2	8	VII
208				7	1				8	IV
209					1	3	2	2	8	VI
210				1	1		4	2	8	VII
211	3	2	3						8	II
212		3	4	1					8	III
213				1	4	1	1	1	8	V
214	5	2	1						8	I
215					2	1	2	3	8	VIII
216	2		3	1		1		1	8	III
217	2	2	3		1				8	III
218		2	1	1	2	1		1	8	V
219	4	2			1				7	I
220						1	4	2	7	VII
221					1	2	1	3	7	VI
222	5	1	1						7	I
223	3	3		1					7	II
224		1	5	1					7	III
225	1	5		1					7	II
226	1		2			3		1	7	VI
227			2	3		1	1		7	IV
228							2	5	7	VIII
229					1	1	1	4	7	VIII
230					4	2	1		7	V
231						2	5		7	VII
232			1		2	2	1	1	7	VI
233					2	1	3		7	VII
234		3	1	1	2				7	II
235								7	7	VIII
236					2	5			7	VI
237		3	4						7	III
238	3	4							7	II
239	4	3							7	I
240					1	2	3	1	7	VII
241					1	1	3	2	7	VII
242						2	3	3	7	VIII
243							4	3	7	VII
244	2		1	2	2				7	IV
245	4	3							7	I
246			1		1	2	3		7	VII
247			3	3			1		7	IV
248			5	2					7	III
249	2		1	2	1				6	IV
250	1	5							6	II
251				2	1	2		1	6	VI
252					1		3	2	6	VII
253							1	5	6	VIII
254						5		1	6	VI
255			1	1	2	2			6	V
256						2	2	2	6	VII
257	6								6	I
258			2	2	2				6	IV

TABLE III—(Continued)

No.	NUMBER OF TIMES MENTIONED IN THE INDICATED GRADES								Total	Grade Suggested
	I	II	III	IV	V	VI	VII	VIII		
259			1	2		2		1	6	V
260		3	2	1					6	II
261							2	4	6	VIII
262				1	1	2	1	1	6	VI
263						1	2	3	6	VIII
264						4	1	1	6	VI
265	4	1			1				6	I
266						1	5		6	VII
267						2	2	2	6	VII
268							1	5	6	VIII
269	2	4							6	II
270			3		1	2			6	III
271	1		3		1	1			6	III
272			1		2	3			6	VI
273		4	2						6	II
274		1		1	1	3			6	VI
275	6								6	I
276	5	1							6	I
277	2	2	1	1					6	II
278					2	1	3		6	VII
279			2	2	1	1			6	IV
280					1	1	2	1	5	VII
281	5								5	I
282				1		2	1	1	5	VI
283			1	1	1	2			5	VI
284					2		3		5	VII
285						1	1	3	5	VIII
286		4	1						5	II
287			3		1	1			5	III
288			2	2	1				5	IV
289	2	3							5	II
290					1		1	3	5	VIII
291				2	2		1		5	V
292		1	3	1					5	III
293	1	4							5	II
294					3	1		1	5	V
295	3	2							5	I
296		1	1	3					5	IV
297		1	4						5	III
298		1	1	2	1				5	IV
299						1	2	2	5	VII
300						3		2	5	VI
301								5	5	VIII
302						1		4	5	VIII
303					3		1	1	5	V
304				1		3	1		5	VI
305	3	1	1						5	I
306	3	1	1						5	I
307	4	1							5	I
308	1	1	2	1					5	III
309	1	1							5	I
310	1	3		1					5	II

TABLE III—(Continued)

No.	NUMBER OF TIMES MENTIONED IN THE INDICATED GRADES								Total	Grade Suggested
	I	II	III	IV	V	VI	VII	VIII		
311				1	2	2			5	V
312							1	4	5	VIII
313	1	2		2					5	II
314		1	3	1					5	III
315	3	2							5	I
316	2		2	1					5	III
317	2	2	1						5	II
318		4	1						5	II
319	5								5	I
320	2	1	1	1					5	I
321	4	1							5	I
322					1		2	2	5	VII
323		1		1		1	1	1	5	VI
324	2	2		1					5	II
325	1	1			2	1			5	V
326	1		2		1	1			5	III
327				3	2				5	IV
328					1	3	1		5	VI
329	1	1		2	1				5	IV

The Selected List Arranged by Grades—Tables IV to XI group the 329 poems in the Selected List according to the grades to which the agreements of the courses of study suggest that they belong. The poems are arranged alphabetically by authors. The column headed "Frequency" indicates the number of times each poem was named in the grade to which it is assigned. The tables also show the "percent of frequency" with which a poem was mentioned in the given grade based on the total frequency of mention which it received for all grades. Other things being equal poems which receive a high "percent of frequency" in a given grade may be chosen as poems best suited for memory work in that grade. In selecting poems for memory lists from Tables IV to XI the teacher should also give attention to the total frequency of mention (the index of importance of the poem) as well as to the "percent of total frequency" for the grade in question. For example, Alexander's "All Things Bright and Beautiful" was mentioned ten times for memorizing by children of Grade I. It received a total frequency of mention of 20 and was, therefore, assigned by 50 percent of the courses as best suited to Grade I. Similarly, Brown's "The Little Plant" was mentioned 21 times and shows a "percent of total frequency" of 95.4. The total frequency may be found by referring to Tables II and III. In order to facilitate finding the poems in Tables II and III the code numbers of the poems are indicated in the last column of Tables IV to XI.

TABLE IV—LIST OF POEMS FOR MEMORIZING IN GRADE I

Author	Title	Frequency in Grade I	Per Cent of Total Frequency	Code No.
Alexander	All Things Bright and Beautiful	10	50.0	71
Anonymous	Secret, The	5	100.0	281
Anonymous*	Sleep, Baby, Sleep	15	88.2	93
Bates	Who Likes the Rain?	4	59.1	219
Blake	Lamb, The	5	50.0	159
Brown	Little Plant, The	21	95.4	62
Cary, P.	They Didn't Think	5	71.3	222
Cooper	Come, Little Leaves	10	55.5	87
Field	Little Boy Blue	9	34.6	39
Field	Sugar Plum Tree, The	6	46.2	129
Field	Why Do Bells for Christmas Ring?	14	48.3	28
Hale	Mary's Lamb	6	100.0	257
Hugo	Good Night	9	90.0	161
Keble	All Things Beautiful	3	60.0	295
Lear	Nonsense Alphabet	4	66.7	265
MacDonald	At the Back of the North Wind	14	82.4	94
Poulsson	First Christmas, The	3	60.0	305
Poulsson	While Stars of Christmas Shine	3	60.0	306
Rossetti	Boats Sail on the Rivers	14	82.4	96
Rossetti	O, Lady Moon	4	80.0	307
Rossetti	What Does the Bee Do?	4	80.0	309
Rossetti	Wind, The	20	86.9	58
Sherman	Dewdrop, A	10	71.4	119
Sherman	Golden Rod	4	36.4	156
Sherman	Leaves at Play	5	50.0	170
Sherman	Snowbird, The	4	57.1	239
Sherman	Song for Winter	3	60.0	315
Stevenson	Autumn Fires	8	57.1	120
Stevenson	Bed in Summer	22	62.9	14
Stevenson	Cow, The	19	95.0	77
Stevenson	Happy Thought	6	100.0	275
Stevenson	Lamplighter, The	6	50.0	145
Stevenson	Land of Counterpane, The	6	42.9	121
Stevenson	Moon, The	2	40.0	320
Stevenson	My Shadow	21	50.0	5
Stevenson	Rain	20	90.9	64
Stevenson	Singing	5	100.0	319
Stevenson	Swing, The	23	71.9	22
Stevenson	Time to Rise	4	80.0	321
Stevenson	Whole Duty of Children	5	83.3	276
Taylor	I Like Little Pussy	11	91.7	146
Taylor	Thank You, Pretty Cow	5	62.5	214
Taylor	Twinkle, Twinkle, Little Star	21	91.3	59
Tennyson	Bird and the Baby, The	29	93.6	25
Wadsworth	Bird and the Baby, The	14	93.3	112
Watts	Busy Bee, The	4	55.6	245

*From the German

TABLE V—LIST OF POEMS FOR MEMORIZING IN GRADE II

Author	Title	Frequency in Grade II	Per Cent of Total Frequency	Code No.
Allingham	Fairies, The	7	41.2	89
Allingham	Robin Redbreast	8	50.0	98
Allison	Which Loved Best?	6	37.5	99
Bangs	Little Elf, The	5	83.3	250
Bunner	One, Two, Three	9	39.1	51
Cary, P.	Obedience	4	80.0	286
Cary, P.	Suppose	9	45.0	74
Child	Thanksgiving Day	12	41.4	27
Child	Who Stole the Bird's Nest?	7	43.8	100
Coleridge	Answer to a Child's Question	6	50.0	139
Coolidge	How the Leaves Came Down	8	34.9	54
Cooper	October's Party	3	42.8	223
Cooper	What Robin Told	5	71.4	225
Dodge	Snowflakes	3	60.0	289
Emerson	We Thank Thee	7	53.8	128
Field	Duel, The	13	76.5	91
Field	Dutch Lullaby	22	51.2	3
Field	Japanese Lullaby	6	37.5	101
Field	Rockabye Lady, The	7	43.8	102
Follen	New Moon, The	7	53.8	130
Garabrant	Dandelion	4	44.4	180
Herford	Elf and the Dormouse, The	6	75.0	198
Houghton	Good-Night and Good-Morning	8	42.1	81
Houghton	Lady Moon	9	47.4	82
Howlister	Our Flag	3	50.0	260
Ingelow	Seven Times One	18	54.5	18
Jelliffe	Clovers, The	4	80.0	293
Jewett	Discontent	5	55.5	182
Kingsley	Lost Doll, The	8	42.1	83
Kipling	White Seal, The	3	33.3	183
Larcom	If I Were a Sunbeam	7	87.5	201
Larcom	Brown Thrush, The	15	55.5	35
Lear	Owl and the Pussy Cat, The	5	35.7	115
Longfellow	Hiawatha	6	23.6	68
Longfellow	Hiawatha's Childhood	16	59.3	36
MacDonald	Little White Lily, The	4	66.7	269
Miller	Blue Bird, The	13	46.4	30
Rossetti	Milking Time	4	66.7	273
Sangster	We Thank Thee	3	60.0	310
Scott	Lullaby of an Infant Chief	3	42.9	234
Shakespeare	Ariel's Song (Tempest, The)	2	40.0	313
Sherman	Daisies	15	55.5	37
Sherman	Four Winds, The	7	46.7	110
Sherman	Hide and Seek	4	57.1	238
Sherman	Snowflakes	2	25.0	211
Smith	America	15	25.4	1
Stevenson	Good Play, A	2	40.0	317
Stevenson	Farewell to the Farm	4	80.0	318
Stevenson	Foreign Children	5	50.0	171
Stevenson	Foreign Lands	4	40.0	172
Stevenson	Land of Story Books, The	12	44.4	38
Stevenson	My Bed is a Boat	6	46.2	134
Stevenson	Sun's Travels, The	8	61.5	135
Stevenson	Where Go the Boats	9	40.9	65

TABLE V—(Continued)

Author	Title	Frequency in Grade II	Per Cent of Total Frequency	Code No.
Stevenson	Wind, The	16	42.1	9
Stevenson	Windy Nights	10	47.6	70
Thaxter	April	2	40.0	324
Thaxter	Chanticleer	2	33.3	277
Thaxter	Spring	8	46.5	97
Thaxter	Wild Geese	4	44.4	189

TABLE VI—LIST OF POEMS FOR MEMORIZING IN GRADE III

Author	Title	Frequency in Grade III	Per Cent of Total Frequency	Code No.
Aldrich	Marjorie's Almanac	12	66.7	86
Allingham	Wishing	12	60.0	72
Bjornson	Tree, The	11	55.5	73
Brooks	O Little Town of Bethlehem	8	36.4	61
Browning	Child's Thought of God, A	6	66.7	176
Cary, A.	November	9	39.1	53
Cary, P.	Don't Give Up	12	92.3	125
Cone	Dandelions, The	5	55.5	179
Cooper	Wonderful Weaver, The	5	71.4	224
Cowper	Nightingale and the Glow- worm, The	3	60.0	287
Edwards	Child's Prayer, A	4	50.0	196
Field	Norse Lullaby	11	57.9	79
Field	Seen' Things	4	50.0	197
Fields	Ballad of the Tempest, The	5	45.5	151
Hogg	Boy's Song	11	47.8	55
Howitt	Fairies of the Caldon Low, The	3	60.0	292
Howitt	Voice of Spring, The	5	62.5	200
Jackson	September	16	39.0	6
Krout	Little Brown Hands	5	50.0	163
Larcom	Rivulet, The	4	80.0	297
Longfellow	Children's Hour, The	20	45.5	2
Longfellow	Hiawatha's Sailing	11	68.7	104
Mackay	Miller of the Dee, The	3	50.0	270
Moore	Visit from St. Nicholas, A	14	53.8	40
Nesbitt	Your Flag and My Flag	3	50.0	271
Rands	Great, Wide, Beautiful, Won- derful World	17	53.1	23
Riley	Little Orphant Annie	7	63.6	155
Rossetti	Swallow, The	2	40.0	308
Shaw	Columbia, the Gem of the Ocean	3	60.0	314
Sherman	Clouds	5	55.5	187
Sherman	Real Santa Claus, A	4	57.1	237
Sherman	Wizard Frost	4	50.0	212
Southey	Little Ladybird, The	2	40.0	316
Stedman	What the Winds Bring	6	66.7	188

TABLE VI—(Continued)

Author	Title	Frequency in Grade III	Per Cent of Total Frequency	Code No.
Taylor	Violet, The	8	66.7	147
Tennyson	Owl, The	7	63.6	157
Tennyson	Sweet and Low	14	42.2	19
Tennyson	Throstle, The	3	37.5	216
Thaxter	Little Gustava	3	37.5	217
Thaxter	March	4	36.4	158
Thomas	Talking in Their Sleep	4	44.4	190
Vandegrift	Sand Man, The	8	88.9	191
Van Dyke	Song Sparrow, The	2	40.0	326
Wordsworth	Kitten and the Falling Leaves, The	5	71.4	248
Wordsworth	To a Butterfly	7	58.3	148

TABLE VII—LIST OF POEMS FOR MEMORIZING IN GRADE IV

Author	Title	Frequency in Grade IV	Per Cent of Total Frequency	Code No.
Anonymous	Laughing Chorus, A	2	33.3	249
Browning	Songs from Pippa Passes	4	11.4	10
Bryant	Robert of Lincoln	11	44.0	43
Coleridge	He Prayeth Best	6	46.2	126
Deland	While Shepherds Watched Their Flocks by Night	2	40.0	288
Field	Night Wind, The	17	54.8	24
Gould	Frost, The	7	36.8	80
Hemans	Casabianca	2	33.3	258
Hood	I Remember, I Remember	3	42.9	227
Hopkinson	Hail Columbia	2	18.2	152
Jackson	October's Bright Blue Weather	14	40.0	12
Kingsley	Farewell, A	5	50.0	162
Larcom	Calling the Violet	3	60.0	296
Longfellow	Arrow and the Song, The	11	31.4	13
Longfellow	Bell of Atri, The	4	50.0	203
Longfellow	Daybreak	6	37.5	103
Longfellow	Hiawatha's Friends	2	40.0	298
Longfellow	Rain in Summer	6	46.2	131
Longfellow	Village Blacksmith, The	20	47.6	4
Longfellow	Wreck of the Hesperus, The	4	50.0	205
Lowell	First Snowfall, The	11	32.4	15
Lowell	Fountain, The	6	50.0	141
MacDonald	Wind and the Moon, The	6	50.0	142
Payne	Home, Sweet Home	6	30.0	76
Procter, B. W.	Sea, The	5	35.7	116
Riley	Brook Song, The	7	87.5	208
Riley	Sudden Shower, A	5	41.7	143
Tate	Christmas	3	30.0	173
Tennyson	Brook, The	7	28.0	46
Tennyson	Winter (Window, The)	2	28.6	244
Thaxter	Sandpiper, The	19	67.9	31
Whittier	Three Bells, The	3	60.0	327
Wordsworth	Lucy Gray	3	42.9	247
Wordsworth	Pet Lamb, The	2	40.0	329
Wordsworth	We are Seven	2	33.3	279
Wordsworth	Written in March	4	40.0	175

TABLE VIII—LIST OF POEMS FOR MEMORIZING IN GRADE V

Author	Title	Frequency in Grade V	Per Cent of Total Frequency	Code No.
Bennett	Flag Goes By, The	10	30.3	16
Bryant	Gladness of Nature, The	8	61.5	123
Bryant	Planting of the Apple Tree, The	10	52.6	78
Carlyle	Today	13	56.5	52
Cary, P.	Leak in the Dike, The	2	33.3	255
Emerson	Fable	11	52.4	67
Emerson	Forbearance	2	40.0	291
Hemans	Landing of the Pilgrims, The	13	39.4	17
Higginson	Four Leaf Clovers	3	37.5	199
Hogg	Skylark, The	0	00.0	259
Jackson	Down to Sleep	10	50.0	75
Keats	On the Grasshopper and Cricket	3	60.0	294
Key	Star Spangled Banner	11	28.9	8
Longfellow	Day is Done, Thy	14	56.0	44
Longfellow	Excelsior	8	66.7	140
Longfellow	Old Clock on the Stairs, The	5	62.5	204
Longfellow	Paul Revere's Ride	9	37.5	49
Longfellow	Ship of State, The	6	37.5	105
Lowell	Aladdin	4	57.1	230
Lowell	Heritage, The	3	37.5	206
Milton	Song on a May Morning	3	60.0	303
Morris	Woodman, Spare That Tree	9	56.3	106
Riley	Song, A	3	30.0	168
Riley	Knee Deep in June	3	33.3	185
Saxe	Blind Men and the Elephant, The	2	40.0	311
Shakespeare	Under the Greenwood Tree (As You Like It)	6	42.9	117
Southey	Inchcape Rock, The	4	50.0	213
Thaxter	Piccola	2	40.0	325
Whittier	Barbara Frietchie	9	69.2	138
Whittier	Barefoot Boy, The	15	45.5	20
Whittier	Corn Song, The	11	42.3	42
Whittier	In School Days	8	44.4	88
Wordsworth	My Heart Leaps Up When I Behold	2	25.0	218

TABLE IX—LIST OF POEMS FOR MEMORIZING IN GRADE VI

Author	Title	Frequency in Grade VI	Per Cent of Total Frequency	Code No.
Aldrich	Before the Rain	11	78.6	113
Blake	Tiger, The	2	33.3	251
Brooks	Christmas Everywhere	4	36.3	149
Browning	How They Brought the Good News	4	50.0	194
Browning	Pied Piper of Hamelin, The	2	40.0	282

TABLE IX—(Continued)

Author	Title	Frequency in Grade VI	Per Cent of Total Frequency	Code No.
Bryant	March	7	46.7	107
Bryant	To the Fringed Gentian	3	23.1	124
Bryant	Yellow Violet, The	2	40.0	283
Campbell	Lord Ullin's Daughter	5	83.2	254
Cary, A.	Nobility	10	58.8	90
Cary, A.	Order for a Picture, An	2	28.6	221
Drake	American Flag, The	8	28.6	29
Emerson	Concord Hymn	8	29.6	32
Finch	Blue and the Gray, The	9	52.9	92
Holland	Christmas Carol, A	3	42.9	226
Holmes	Old Ironsides	14	51.9	33
Hunt	Abou Ben Adhem	15	42.9	11
Kingsley	Three Fishers, The	2	33.3	262
Lang	Scythe Song	4	36.6	264
Longfellow	Builders, The	14	60.2	57
Longfellow	Psalm of Life, A	13	59.1	63
Longfellow	Sandalphon	3	60.0	300
Lowell	To the Dandelion	5	50.0	165
Mackay	Tubal Cain	2	28.6	232
Moore	Minstrel Boy, The	3	60.0	304
Perry	Coming of Spring, The	4	40.0	167
Procter, A.	One by One	3	50.0	272
Read	Sheridan's Ride	6	54.5	154
Riley	Old Glory	5	29.4	95
Scott	Lochinvar	3	37.5	209
Shakespeare	Hark, Hark! the Lark (Cym- beline)	1	11.1	186
Shakespeare	Orpheus With His Lute (King Henry the Eighth)	5	71.4	236
Sherman	May	3	50.0	274
Tennyson	Break, Break, Break	7	53.8	136
Tennyson	Bugle Song	11	42.3	41
Tennyson	Charge of the Light Brigade	10	45.5	66
Tennyson	Eagle, The	1	20.0	323
Tennyson	Ring Out, Wild Bells	4	40.0	174
Wolfe	Burial of Sir John Moore	5	55.6	192
Wordsworth	Fidelity	3	60.0	328
Wordsworth	I Wandered Lonely as a Cloud	10	30.3	21
Wordsworth	To a Skylark	5	55.6	193

TABLE X—LIST OF POEMS FOR MEMORIZING IN GRADE VII

Author	Title	Frequency in Grade VII	Per Cent of Total Frequency	Code No.
Addison	Spacious Firmament on High, The	5	38.5	122
Alexander	Burial of Moses, The	2	40.0	280
Browning	Home Thoughts from Abroad	4	57.1	220
Browning	Incident of the French Camp, An	4	36.4	150

TABLE X—(Continued)

Author	Title	Frequency in Grade VII	Per Cent of Total Frequency	Code No.
Bryant	Death of the Flowers, The	2	22.2	177
Bryant	Song of Marion's Men	5	55.6	178
Bryant	To a Waterfowl	8	33.3	47
Burns	Bannockburn	3	50.0	252
Burns	My Heart's in the Highlands	3	60.0	284
Campbell	Hohenlinden	4	50.0	195
Emerson	Rhodora, The	2	33.3	256
Emerson	Snowstorm, The	5	38.5	127
Holland	Gradatim	7	30.4	56
Holmes	Union and Liberty	5	50.0	160
Longfellow	Building of the Ship, The	7	63.6	153
Longfellow	Courtship of Miles Standish, The	5	83.3	266
Longfellow	Evangeline	5	62.5	202
Longfellow	King Robert of Sicily	2	40.0	299
Longfellow	Ladder of St. Augustine, The	2	33.3	267
Longfellow	Rainy Day, The	4	40.0	164
Lowell	Fatherland, The	4	30.8	133
Lowell	Finding of the Lyre	5	71.4	231
Lowell	Yussouf	2	25.0	207
Macaulay	Horatius	4	44.4	184
Miller	Columbus	11	44.0	45
Riley	Life Lesson, A	3	42.9	233
Shakespeare	Good Name (Othello)	4	50.0	210
Stoddard	Abraham Lincoln	2	40.0	322
Taylor	Song of the Camp, The	3	42.9	240
Tennyson	Crossing the Bar	5	38.5	137
Tennyson	In Memoriam	3	42.9	241
Tennyson	Sir Galahad	4	57.1	243
Whittier	Huskers, The	3	42.9	246
Wilder	Stand by The Flag	3	50.0	278

TABLE XI—LIST OF POEMS FOR MEMORIZING IN GRADE VIII

Author	Title	Frequency in Grade VIII	Per Cent of Total Frequency	Code No.
Bryant	Thanatopsis	10	71.4	114
Burns	For A' That and A' That	8	53.3	108
Byron	Destruction of Sennacherib	3	60.0	285
Byron	Eve of Waterloo, The	5	83.3	253
Emerson	Each and All	3	60.0	290
Gray	Elegy Written in a Country Churchyard	8	88.9	181
Holmes	Chambered Nautilus, The	17	56.7	26
Holmes	Last Leaf, The	7	46.7	109
Howe	Battle Hymn of the Republic	10	37.0	34
Jones	What Constitutes a State?	4	66.7	261
Kipling	If	3	50.0	263
Kipling	L'Envoi	5	71.4	228
Kipling	Recessional	19	79.2	48
Lanier	Song of the Chattahoochee	4	57.1	229

TABLE VIII—(Continued)

Author	Title	Frequency in Grade V	Per Cent of Total Frequency	Code No.
Lowell	Day in June, A	7	53.8	132
Lowell	Ode Recited at the Harvard Commemoration	5	100.0	301
Lowell	Stanzas on Freedom	5	83.3	268
Lowell	Vision of Sir Launfal, The	11	52.4	69
Milton	On His Blindness	4	80.0	302
Newman	Lead Kindly Light	4	40.0	166
Pierpont	Warren's Address	7	36.8	84
Scott	Breathes There a Man	15	37.5	7
Scott	Lady of the Lake	4	80.0	312
Shakespeare	Mark Anthony's Address (Julius Caesar)	7	100.0	235
Shakespeare	Mercy Speech (Merchant of Venice)	17	70.8	50
Shakespeare	Polonius to Laertes (Hamlet)	11	91.7	144
Shelley	Cloud, The	5	35.7	118
Shelley	Skylark, The	6	60.0	169
Sill	Opportunity	10	66.7	111
Tennyson	Flower in the Crannied Wall	3	37.5	215
Tennyson	King Arthur	3	42.9	242
Whitman	Oh Captain! My Captain!	17	73.9	60
Whittier	Snowbound: A Winter Idyll	8	42.1	85

The number of poems in each grade list as shown in Tables IV to XI is as follows:

Grade	Number of Poems
I	46
II	60
III	45
IV	36
V	33
VI	42
VII	35
VIII	32
Total	329

Why More Poems are Given for Lower Than for Upper Grades—It is evident that there are more poems for the lower than for the upper grades. This difference may be due in part to the greater ease of choosing appropriate poems for the lower grades. Several of the authors who contributed the greatest number of poems to the Selected List are authors whose poems have been written largely for young children. For example, there are 23 poems by Stevenson all of which are suggested for Grades I and II. Similarly, seven of the 10 poems by Field are suggested for Grades I and II. Nine of the 13 poems by Sher-

man are for the first two grades, and 5 of Rossetti's 6 poems are for the same grades.

Another reason why our material led to the selection of a greater number of poems for the lower grades was that, in general, the courses of study presented relatively shorter lists of poems in the upper grades. Indeed, several courses of study did not contain any lists at all for grades above the fourth.

Again, there is an evident tendency on the part of makers of courses of study to assign poems to the lowest grade to which they are thought to be appropriate. For example, as has been pointed out, patriotic poems are often assigned for very young children to learn. Other poems are likewise required in the primary grades which better judgment might place in higher grades. Tables IV to XI reveal numerous examples of this. Tennyson's "Sweet and Low" is assigned to the third grade. Yet the *thought* of this lyric, apart from its music, is no doubt quite beyond the understanding of third grade children. Likewise, Longfellow's "Children's Hour" is assigned to the third grade. Its vocabulary, its allusion, its atmosphere of New England culture—these are by no means familiar to the majority of third grade children. It is true the poem is *about* children; but a poem about children may be very far from a child's poem. At any rate, the tendency to grade poems down is much more marked in these courses of study than the tendency to grade them up; and this, as well as the conditions above mentioned, accounts for the fact that although the literature appropriate to the understanding of upper grade children is no doubt richer than that which appeals to lower grade children, the poems selected for the latter to memorize considerably outnumber those selected for the former.

VI—VERIFYING THE GRADING OF THE SELECTED LIST

Comparison with Atherton's Grading—Atherton likewise grouped some of his selections into grade lists according to the grades in which they were most frequently noted. For this purpose he used only the selections which were mentioned at least ten times. These grade lists contained 117 of his original 382 titles; and of the 117 titles, 111 also appear in our graded lists (Tables IV to XI). The remaining six titles not on our lists, are: (1) MacDonald's "Baby", (2) Stedman's "What the Winds Bring," (3) Scott's "Love of Country", (4) Lincoln's "Gettysburg Address", (5) "The Twenty-third Psalm", (6)

"Mother Goose." Only two of these are really additions to the Selected List. Our list does not contain prose selections, psalms, or mother goose rhymes. Moreover, Scott's "Love of Country" is the same selection as "Breathes There a Man", which appears in Atherton's Grade Lists and also in ours.

Table XII shows the correspondence between the grade assignments of the 111 titles common to the two investigations. The correlation between the grade assignments of the two lists is +0.84. Eighty-one of the 111 poems or 73 percent were placed in the same grade by both studies. The table shows a slight though consistent tendency for a poem to be introduced into a lower grade by our lists than by Atherton's lists. In other words, our lists are a little more exacting.

The correlation ratios which express more generally—and especially when the regression lines are not rectilinear—the relationship between two series of measures, were computed with the result that η_x equals 0.945 and η_y equals 0.943. These correlation ratios differ somewhat from the correlation coefficient although the difference is not very great. The difference, however, suggests that the relationship between the grading by the Atherton list and the grading by our list may not

TABLE XII—CORRESPONDENCE IN THE GRADING OF THE 111 POEMS COMMON TO THE SELECTED LIST AND ATHERTON'S GRADE LIST

		Grading According to Selected List								Total
		I	II	III	IV	V	VI	VII	VIII	
Grading According to Atherton	I	8	2							10
	II	1	15							16
	III		1	11	1					13
	IV		2	3	9	1				15
	V				4	14	1			19
	VI				1	2	9	1	1	14
	VII				1	2	3	4	2	12
	VIII					1		1	10	12
Total		9	20	14	16	20	13	6	13	111

$$r=0.836$$

$$\eta_x=0.945$$

$$\eta_y=0.943$$

be exactly rectilinear—in other words, that equal differences in the scale of grading according to Atherton do not correspond throughout the range to equal differences in grading according to our list. The point, however, is rather too remote from practical utility to be pressed to its statistical conclusion. On its face Table XII shows a close and regular relationship between the two sources of grading.

Comparison with Grading in Readers—An examination of the grading of the poetry appearing in 102 of the most popular elementary school readers was also made; and the results were compared with those shown in the Selected List. The readers ranged from those for the first grade to those for the eighth grade.* These readers contained 272 poems which were also in the Selected List. A grading of the poems as they appeared in the readers was made by the same method used in grading the Selected List. The frequency of mention ranged from 1 to 10. Two poems, "Abou Ben Adhem" by Leigh Hunt, and "The Wind" by Rossetti, occurred in 10 of the readers. Since most of the poems appeared but relatively few times in the readers, the grading according to them is necessarily less reliable than is the grading of the Selected List.

Table XIII shows the relationship between our grading of the poems and that of the readers. A greater scattering in grade assignments is evident in Table XIII than in Table XII (which shows the relationship between Atherton's grading and the grading of the Selected List). In the first four grades, courses of study tend to assign poems to lower grades than do readers. In other words, school practice places more difficult poems in the hands of young children for memorizing than merely for reading. This is not difficult to explain. Obviously, children can memorize poetry long before they can read it. On the other hand, in the upper grades courses of study are less exacting than readers. It appears to be assumed that, with reference to poetry, ability to read has not only caught up with ability to memorize but has actually become superior to it.

The correlation coefficient by the product moment formula is $+0.85$ which is slightly larger than the correlation between Atherton's grading and the grading of the Selected List. Yet only 95 poems, or 34.9 percent of those common to the read-

*See appendix for list of readers.

ers and the Selected List, are assigned to the same grades, as opposed to 73 percent for Atherton's Grade List and the Selected List.

TABLE XIII—CORRESPONDENCE IN THE GRADING OF THE 272 POEMS COMMON TO THE SELECTED LIST AND TO THE ELEMENTARY READERS

		Grading According to Selected List								Total
		I	II	III	IV	V	VI	VII	VIII	
Grading According to Readers	I	11								11
	II	17	14	2	3					36
	III	5	28	13			1			47
	IV	3	5	13	15	5	2	1		44
	V			6	12	16	14	4	5	57
	VI				2	5	5	13	3	28
	VII			1		4	7	10	8	30
	VIII			1			4	3	11	19
Total		36	47	36	32	30	33	31	27	272

$$r=0.850$$

$$\eta_x=0.853$$

$$\eta_y=0.867$$

This again raises the question of the sufficiency of the correlation coefficient as a measure of relationship. A casual inspection of Table XIII may lead one to believe that the relationship between the two methods of grading is not rectilinear. This suspicion, however, is not borne out by further statistical analysis. The correlation ratios are: η_x equals 0.853 and η_y equals 0.867. These are so nearly equal to the correlation coefficient that the rectilinearity of the regression lines appears to be established. The test for a rectilinear relationship rests upon a comparison of each Eta-value with the r -value. If the values are equal, the regression lines are straight. Here the differences between the Eta-values and the r -value are so small that they are quite within the variability which may be expected by chance.

On the whole, it will appear evident, we think, that both Atherton's grading and the grading by readers justify us in the belief that our grading is reasonably accurate.

VII—PREFERRED LISTS OF POEMS FOR MEMORY WORK

The 81 poems, placed in the same grades by both Atherton's Grade Lists and by ours, were examined with reference to the following criteria: (1) Do they have a high frequency in the grade to which they are assigned; and (2) do they have a high total frequency. Practically every one of these poems met the criteria. We have therefore made up for each grade a "Preferred List" consisting of poems agreed upon as to grading by Atherton and ourselves, together with a few other poems which according to our lists also met the criteria above mentioned. The poems in roman type are those which were placed in the given grade by both Atherton's study and by ours. The poems in italics are those which according to our lists are appropriate, but which were not so graded by Atherton. Table XIV shows the total frequency of mention which each poem received according to our investigation and also its percent of frequency in the grade to which it was assigned. Patriotic poems were purposely omitted, because their grading is not thought to have the same meaning that grading has in the case of other poems.

TABLE XIV—PREFERRED LISTS OF POEMS FOR MEMORY WORK

Grade I

Author	Title	Total Frequency	Percent of Frequency in Grade I
1. Alexander, Mrs. C. F.	All Things Bright and Beautiful	20	50.0
2. Brown, Kate L.	Little Plant, The	22	95.4
3. From the German	Sleep, Baby, Sleep	17	88.2
4. Stevenson, R. L.	Autumn Fires	14	57.1
5. Stevenson, R. L.	Rain	22	90.9
6. Stevenson, R. L.	Swing, The	32	71.9
7. Taylor, Jane	Twinkle, Twinkle, Little Star	23	91.3
8. Tennyson, Lord	Bird and the Baby, The	31	93.6
9. Cooper, Geo.	<i>Come Little Leaves</i>	18	55.5
10. Field, Eugene	<i>Why Do Bells for Christmas Ring?</i>	29	48.3
11. Rossetti, Christina	<i>Wind, The</i>	23	86.9
12. Stevenson, R. L.	<i>My Shadow</i>	42	50.0

TABLE XIV—(Continued)

Grade II

Author	Title	Total Frequ- ency	Percent of Frequency in Grade II
1. Allingham, Wm.	Fairies, The	17	41.2
2. Cary, Phoebe	Suppose	20	45.0
3. Child, Lydia M.	Thanksgiving Day	29	41.4
4. Coleridge, S. T.	Answer to a Child's Question	12	50.0
5. Field, Eugene	Dutch Lullaby	43	51.2
6. Field, Eugene	Rockabye Lady, The	16	43.8
7. Houghton, Lord	Lady Moon	19	47.4
8. Ingelow, Jean	Seven Times One	33	54.5
9. Kingsley, Chas.	Lost Doll, The	19	42.1
10. Larcom, Lucy	Brown Thrush, The	27	55.5
11. Lear, Edward	Owl and the Pussy Cat, The	14	35.7
12. Sherman, F. D.	Daisies	27	55.5
13. Sherman, F. D.	Four Winds, The	15	46.7
14. Stevenson, R. L.	Land of Story Books, The	27	44.4
15. <i>Field, Eugene</i>	<i>Duel, The</i>	17	76.5
16. <i>Longfellow, H. W.</i>	<i>Hiawatha's Childhood</i>	27	59.3
17. <i>Miller, Emily</i>	<i>Blue Bird, The</i>	28	46.4
18. <i>Stevenson, R. L.</i>	<i>Wind, The</i>	38	42.1
19. <i>Stevenson, R. L.</i>	<i>Windy Nights</i>	21	47.6

Grade III

Author	Title	Total Frequ- ency	Percent of Frequency in Grade III
1. Aldrich, T. B.	Marjorie's Almanac	18	66.7
2. Allingham, Wm.	Wishing	20	60.0
3. Bjornson, Bjornsterne	Tree, The	20	55.5
4. Brooks, Phillips	O Little Town of Bethle- hem	22	36.4
5. Cary, Alice	November	23	39.1
6. Field, Eugene	Norse Lullaby	19	57.9
7. Hogg, James	Boy's Song	23	47.8
8. Krout, Mary H.	Little Brown Hands	10	50.0
9. Longfellow, H. W.	Hiawatha's Sailing	16	68.7
10. Moore, C. C.	Visit from St. Nicholas, A	26	53.8
11. Tennyson, Lord	Owl, The	11	63.6
12. <i>Jackson, Helen H.</i>	<i>September</i>	41	39.0
13. <i>Longfellow, H. W.</i>	<i>Children's Hour, The</i>	44	45.5
14. <i>Rands, W. B.</i>	<i>Great, Wide, Beautiful, Wonderful World</i>	32	53.1

TABLE XIV—(Continued)

Grade IV

Author	Title	Total Frequency	Percent of Frequency in Grade IV
1. Field, Eugene	Night Wind, The	31	48.4
2. Gould, Hannah F.	Frost, The	19	36.8
3. Jackson, Helen H.	October's Bright Blue Weather	35	45.7
4. Longfellow, H. W.	Village Blacksmith, The	42	47.6
5. Lowell, J. R.	Fountain, The	12	50.0
6. Tate, Nahum	Christmas	10	30.0
7. Tennyson, Lord	Brook, The	25	28.0
8. Thaxter, Celia	Sandpiper, The	28	67.9
9. Wordsworth, Wm.	Lucy Gray	7	42.9
10. Bryant, W. C.	Robert of Lincoln	25	44.0
11. Longfellow, H. W.	Arrow and the Song, The	35	31.4
12. Lowell, J. R.	First Snowfall, The	34	32.4
13. Riley, J. W.	Brook Song, The	8	87.5

Grade V

Author	Title	Total Frequency	Percent of Frequency in Grade V
1. Bryant, W. C.	Gladness of Nature, The	13	61.5
2. Bryant, W. C.	Planting of the Apple Tree, The	19	52.6
3. Carlyle, Thomas	Today	23	56.5
4. Hemans, Felicia	Landing of the Pilgrims, The	33	39.4
5. Jackson, Helen H.	Down to Sleep	20	50.0
6. Longfellow, H. W.	Excelsior	12	66.7
7. Longfellow, H. W.	Paul Revere's Ride	24	37.5
8. Longfellow, H. W.	Day is Done, The	25	56.0
9. Longfellow, H. W.	Old Clock on the Stairs, The	8	62.5
10. Morris, G. P.	Woodman, Spare That Tree	16	56.3
11. Shakespeare, Wm.	Under the Greenwood Tree	14	42.9
12. Whittier, J. G.	In School Days	17	44.4
13. Whittier, J. G.	Barefoot Boy, The	33	42.4
14. Whittier, J. G.	Corn Song, The	26	42.3
15. Emerson, R. W.	Fable	21	52.4
16. Whittier, J. G.	Barbara Frietchie	13	69.2

TABLE XIV—(Continued)
Grade VI

Author	Title	Total Frequency	Percent of Frequency in Grade VI
1. Aldrich, T. B.	Before the Rain	14	78.6
2. Cary, Alice	Nobility	17	58.8
3. Drake, J. R.	American Flag, The	28	28.6
4. Holmes, O. W.	Old Ironsides	27	51.9
5. Hunt, Leigh	Abou Ben Adhem	35	42.9
6. Longfellow, H. W.	Builders, The	23	60.9
7. Tennyson, Lord	Charge of the Light Brigade	22	45.5
8. Wolfe, Chas.	Burial of Sir John Moore	9	55.6
9. Wordsworth, Wm.	I Wandered Lonely as a Cloud	33	30.3
10. Longfellow, H. W.	<i>Psalm of Life, A</i>	22	59.1
11. Tennyson, Lord	<i>Break, Break, Break</i>	13	53.8
12. Tennyson, Lord	<i>Bugle Song</i>	26	42.3

Grade VII

Author	Title	Total Frequency	Percent of Frequency in Grade VII
1. Bryant, W. C.	To a Waterfowl	24	33.3
2. Emerson, R. W.	Snowstorm, The	13	38.5
3. Holland, J. G.	Gradatim	23	30.4
4. Miller, Joaquin	Columbus	25	44.0
5. Browning, R.	Home Thoughts from Abroad	7	57.1
6. Longfellow, H. W.	<i>Building of the Ship, The</i>	11	63.6
7. Lowell, J. R.	<i>Fatherland, The</i>	13	30.8
8. Lowell, J. R.	Yussouf	8	25.0
9. Macaulay, T. B.	Horatius	9	44.4
10. Taylor, Bayard	<i>Song of the Camp, The</i>	7	42.9
11. Tennyson, Lord	<i>Sir Galahad</i>	7	57.1

Grade VIII

Author	Title	Total Frequency	Percent of Frequency in Grade VIII
1. Bryant, W. C.	Thanatopsis	14	71.4
2. Holmes, O. W.	Last Leaf, The	15	46.7
3. Kipling, Rudyard	Recessional	24	79.2
4. Pierpont, John	Warren's Address	19	36.8
5. Shakespeare, Wm.	Mercy Speech	24	70.8
6. Shelley, P. B.	Cloud, The	14	35.7
7. Sill, E. R.	Opportunity	15	66.7
8. Whitman, Walt	O Captain! My Captain!	23	73.9
9. Whittier, J. G.	Snowbound	19	42.1
10. Burns, Robert	<i>For A' That and A' That</i>	15	53.3
11. Gray, Thomas	<i>Elegy Written in a Country Churchyard</i>	9	88.9
12. Holmes, O. W.	<i>Chambered Nautilus, The</i>	30	56.7
13. Lowell, J. R.	<i>Day In June, A</i>	13	53.8
14. Scott, Sir W.	<i>Breathes There a Man</i>	40	37.5
15. Shakespeare, Wm.	<i>Polonius to Laertes</i>	12	91.7

These Preferred Lists probably constitute the best short lists which an investigation of present courses of study can yield. Such lists, it is to be understood, are based on agreement between courses of study. If there is any constant bias—any convention which has grown up whereby one writer of a course imitates others—these results will likewise be biased in the same direction. If, for example, there is a tendency to assign to elementary school children poems which they cannot understand or appreciate, this tendency will be evident in the resulting lists. A useful criticism of these lists would be afforded by reading the poems to children and obtaining their preferences. At present, however, it is important to know what the current requirements are. Many of them are unquestionably good; and we feel sure that our lists are more reliable and more useful than those contained in any single published course of study.

VIII—THE FINDING LIST

Table XV was devised primarily as a "finding list." The first column contains in alphabetical order the names of authors who contributed to the Selected List, together with the titles of their poems. It also shows the nationality and dates of birth and death of the authors so far as it has been possible to obtain these facts. The number in parenthesis following the title is the code number of the poem and may be used to locate it in Tables II and III. The second column gives the first line of each poem. There is sometimes a question as to the identity of a given poem or selection—a question which the first line will usually clear up. Or a poem may be better known by its opening lines than by its title. For these reasons the poems have been examined and the first lines have been quoted. The column headed "Grade" indicates the grade to which each poem has been assigned, and the last column headed "Reference" gives the code numbers of compilations of poetry which contain the various poems. The titles of these compilations and their code numbers may be found in the bibliography in Part III.

TABLE XV—THE SELECTED LIST ORGANIZED AS A FINDING LIST

Author and Title	First Line	Grade	Reference
1. Addison, Joseph (English 1672-1719)			
(a) Spacious Firmament on High, The (122)	The spacious firmament on high	VII	25, 26, 30
2. Aldrich, Thomas Bailey (American 1836-1907)			
(a) Before the Rain (113)	We knew it would rain, for all the morn	VI	4, 30
(b) Marjorie's Almanac (86)	Robins in the tree top	III	1, 32
3. Alexander, Cecil (Mrs.) (Irish 1818-1895)			
(a) All Things Bright and Beautiful (71)	All things bright and beautiful	I	9, 32
(b) Burial of Moses, The (280)	By Nebo's lonely mountain	VII	25, 30
4. Allingham, Wm. (Irish 1828-1889)			
(a) Fairies, The (89)	Up the airy mountain	II	9, 25, 26
(b) Robin Redbreast (98)	Good-bye, good-bye to summer!	II	30, 32 9, 25, 26
(c) Wishing (72)	Ring-ting! I wish I were a Primrose	III	32 25, 26, 32
5. Allison, Joy (Cragin, Mrs. Mary)			
(a) Which Loved Best (99)	"I love you mother," said little John	II	15,
6. Anonymous			
(a) Laughing Chorus, A (249)	Oh, such a commotion under the ground	IV	12
(b) Secret, The (281)	We have a secret just we three	I	12
(c) Sleep, Baby, Sleep, (93)*	Sleep, baby, sleep	I	31
7. Bangs, John Kendrick (American 1862-)			
(a) Little Elf, The (250)	I met a little elf man once,	II	24, 25, 26 32
8. Bates, Clara Doty (American 1838-1895)			
(a) Who Likes the Rain? (219)	"I," said the duck, "I call it fun	I	31
9. Bennett, Henry Holcomb (American 1863-)			
(a) Flag Goes By, The (16)	Hats off! Along the street there comes	V	1, 24, 25 26, 30

*From the German

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
10. Bjornson, Bjornsterne (Norwegian 1832-1910) (a) Tree, The (73)	I love thee when thy swelling buds appear	III	25, 26, 30 32
11. Blake, Wm. (English 1757-1827) (a) Lamb, The (159) (b) Tiger, The (251)	Little lamb, who made thee? Tiger, tiger burning bright	I VI	9, 25, 26 32 9, 25, 26 30
12. Brooks, Phillips (Ameri- can 1835-1893) (a) Christmas Everywhere (149) (b) O Little Town of Beth- lehem (61)	Everywhere, everywhere, Christmas tonight! O little town of Bethle- hem	VI III	1 24, 25, 30
13. Brown, Kate Louise (American 1857-) (a) Little Plant, The (62)	In the heart of a seed	I	12
14. Browning, Elizabeth Bar- rett (Mrs.) (English 1809-1861) (a) Child's Thought of God, A (176)	They say that God lives very high!	III	32
15. Browning, Robert (Eng- lish 1812-1889) (a) Home Thoughts from Abroad (220) (b) How They Brought the Good News (194) (c) Incident of the French Camp, An (150) (d) Pied Piper of Hamelin, The (282) (e) Songs from Pippa Passes (10)	Oh, to be in England I sprang to the stirrup, and Joris and he: You know we French stormed Ratisbon: Hamelin town's in Brunswick The year's at the spring	VII VI VII VI IV	25, 26 9, 25, 26 30 9, 25, 26 30 9, 25, 26 30 9, 25, 26
16. Bryant, William Cullen (American 1794-1878) (a) Death of the Flowers, The (177) (b) Gladness of Nature, The (123) (c) March (107) (d) Planting of the Apple Tree, The (73) (e) Robert of Lincoln (43) (f) Song of Marion's Men (178) (g) Thanatopsis (114)	The melancholy days are come, the saddest of the year Is this a time to be cloudy and sad, The stormy March is come at last Come, let us plant the apple tree Merrily swinging on brier and weed Our band is few, but true and tried To him who, in the love of Nature holds,	VII V VI V IV VII VIII	24, 25, 30 25, 26 30 24, 25, 26 30 9, 25, 26 32 25, 26 1, 24, 25 26

TABLE XV—(Continued)

Author and Title	First Line	Grade	Refer- ence
16. Bryant, William Cullen (Cont.)			
(h) To a Waterfowl (47)	Whither 'midst falling dew,	VII	1, 24, 25 26, 30
(i) To the Fringed Gen- tian (124)	Thou blossom bright with autumn dew	VI	24, 25, 31
(j) Yellow Violet, The (283)	When beechen buds be- gin to swell,	VI	5
17. Bunner, Henry Cuyler (American 1855-1896)			
(a) One, Two, Three (51)	It was an old, old, old, old lady	II	9, 32
18. Burns, Robert (Scotch 1759-1796)			
(a) Bannockburn (252)	Scots, wha hae wi' Wallace bled	VII	6, 30
(b) For A' That and A' That (Is There For Honest Poverty) (108)	Is there, for honest poverty	VIII	1, 25, 26
(c) My Heart's in the Highlands (284)	My heart's in the high- lands, my heart is not here:	VII	9, 25, 30
19. Byron, Lord (George Gor- don) (English 1788- 1824)			
(a) Destruction of Sen- nacherib (285)	The Assyrian came down like the wolf on the fold,	VIII	25
(b) Eve of Waterloo, The (253)	There was a sound of revelry by night	VIII	9, 25, 30
20. Campbell, Thomas (Eng- lish 1777-1844)			
(a) Hohenlinden (195)	On Linden when the sun was low,	VII	4, 25, 30
(b) Lord Ullin's Daughter (254)	A chieftain to the High- lands bound	VI	9, 25, 26 30
21. Carlyle, Thomas (English 1795-1881)			
(a) Today (52)	So here hath been dawning	V	9, 25, 26 30
22. Cary, Alice (American 1820-1871)			
(a) Nobility (90)	True worth is in being, not seeming,	VI	1, 8
(b) November (53)	The leaves are fading and falling,	III	8
(c) Order for a Picture, An (221)	Oh, good painter, tell me true	VI	8
23. Cary, Phoebe (American 1824-1871)			
(a) Don't Give Up (125)	If you've tried and have not won,	III	8
(b) Leak in the Dike, The (255)	The good dame looked from her cottage	V	8

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
23. Cary, Phoebe (Cont.) (c) Obedience (286)	If you're told to do a thing	II	8
(d) Suppose (74)	Suppose, my little lady	II	8
(e) They Didn't Think (222)	Once a trap was baited,	I	8
24. Child, Lydia Maria (American 1802-1880)			
(a) Thanksgiving Day (27)	Over the river and through the wood,	II	32
(b) Who Stole the Bird's Nest? (100)	"To-whit! to-whit! to-wheel!"	II	9, 32
25. Coleridge, Samuel Taylor (English 1772-1834)			
(a) Answer to a Child's Question (139)	Do you ask what the birds say? The Sparrow, the Dove,	II	25, 26
(b) He Prayeth Best (126)	He prayeth best, who loveth best,	IV	25
26. Cone, Helen Gray (American 1859-)			
(a) Dandelions, The (179)	Upon a showery night and still,	III	25, 32
27. Coolidge, Susan (Woolsey, Sarah) (American 1845-1905)			
(a) How the Leaves Came Down (54)	I'll tell you how the leaves came down	II	25, 26, 32
28. Cooper, George (American 1820-1876)			
(a) Come, Little Leaves (87)	"Come little leaves," said the wind one day,	I	31
(b) October's Party (223)	October gave a party	II	25, 26
(c) What Robin Told (225)	How do robins build their nest?	II	12
(d) Wonderful Weaver, The (224)	There's a wonderful weaver	III	12
29. Cowper, William (English 1731-1800)			
(a) The Nightingale and the Glowworm (287)	A nightingale that all day long	III	6, 25, 32
30. Deland, Mary Margaret (American 1857-)			
(a) While Shepherds Watched Their Flocks by Night (288)	Like small curled feathers, white and soft	IV	26, 30
31. Dodge, Mary Mapes (Mrs.) (American 1838-1905)			
(a) Snowflakes (289)	Whenever a snowflake leaves the sky,	II	24, 26, 32
32. Drake, Joseph Rodman (American 1795-1820)			
(a) American Flag, The (29)	When Freedom from her mountain height	VI	4, 24, 25, 26, 30

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
33. Edwards, Matilda Betham (English 1836-)			
(a) Child's Prayer, A (196)	God make my life a little light	III	9, 32
34. Emerson, Ralph Waldo (American 1803-1882)			
(a) Concord Hymn (32)	By the rude bridge that arched the flood,	VI	1, 4, 24 25, 26, 30
(b) Each and All (290)	Little thinks, in the field, yon red-cloaked clown	VIII	1, 24, 25
(c) Fable (67)	The mountain and the squirrel,	V	25, 32
(d) Forbearance (291)	Hast thou named all the birds without a gun?	V	24, 25, 26 30
(e) Rhodora, The (256)	In May, when sea-winds pierced our soli- tudes,	VII	1, 24, 25 26, 30
(f) Snowstorm, The (127)	Announced by all the trumpets of the sky	VII	24, 30
(g) We Thank Thee (128)	For gainful hours of pain and loss	II	10
35. Field, Eugene (Ameri- can 1850-1895)			
(a) Duel, The (91)	The gingham dog and the calico cat	II	1, 9, 11 25, 26
(b) Dutch Lullaby (Wyn- ken, Blynken and Nod) (3)	Wynken, Blynken and Nod one night	II	6, 9, 11 24, 25, 26 32
(c) Japanese Lullaby (101)	Sleep, little pigeon, and fold your wings	II	11
(d) Little Boy Blue (39)	The little toy dog is cov- ered with dust	I	1, 9, 11 24, 25
(e) Night Wind, The (24)	Have you ever heard the wind go "Yooooo?"	IV	11
(f) Norse Lullaby (79)	The sky is dark and the hills are white	III	11
(g) Rockabye Lady, The (102)	The Rockabye Lady from Hushabye Street	II	9, 11
(h) Seein' Things (197)	I ain't afeared uv snakes, or toads, or bugs, or worms, or mice	III	11
(i) Sugar Plum Tree, The (129)	Have you ever heard of the sugar plum tree?	I	9, 11, 25 26
(j) Why do Bells for Christmas Ring? (28)	Why do the bells for Christmas ring?	I	11
36. Fields, John T. (American 1817-1881)			
(a) Ballad of the Tempest, The (Captain's Daugh- ter, The) (151)	We were crowded in the cabin	III	4, 6, 25 26
37. Finch, Francis Miles (American 1827-1907)			
(a) Blue and the Gray, The (92)	By the flow of inland river,	VI	1, 4, 24 25

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
38. Follen, Eliza Lee (Cabot) (American 1787-1860)			
(a) New Moon, The (130)	Dear mother, how pretty	II	1, 31
39. Garabrant, Nellie (a) Dandelion (180)	There's a dandy little fellow	II	12
40. Gould, Hannah F. (American 1789-1865) (a) Frost, The (80)	The frost looked forth on a still, clear night	IV	6, 26, 32
41. Gray, Thomas (English 1716-1771) (a) Elegy Written in a Country Churchyard (181)	The curfew tolls the knell of parting day,	VIII	1, 4, 25, 26, 30
42. Hale, Sarah Josepha (American 1790-1879) (a) Mary's Lamb (257)	Mary had a little lamb,	I	12
43. Hemans, Felicia (Mrs.) (English 1793-1835) (a) Casabianca (258)	The boy stood on the burning deck	IV	6, 9, 25, 26
(b) Landing of the Pilgrims, The (17)	The breaking waves dashed high	V	6, 25, 26, 30
44. Herford, Oliver (American 1863-) (a) Elf and the Dormouse, The (198)	Under a toadstool	II	9, 24, 25, 26, 32
45. Higginson, Ella (American 1862-) (a) Four Leaf Clovers (199)	I know a place where the sun is like gold	V	20, 24, 25
46. Hogg, James (Scotch 1770-1835) (a) Boy's Song (55)	Where the pools are bright and deep	III	6, 9, 25, 26, 32
(b) Skylark, The (259)	Bird of the wilderness	V	4, 6, 9, 25, 26, 32
47. Holland, Josiah Gilbert (American 1819-1881) (a) Christmas Carol, A (226)	There's a song in the air	VI	24, 26, 30
(b) Gradatim (Way to Heaven) (56)	Heaven is not reached at a single bound	VII	1, 4, 6, 25, 26
48. Holmes, Oliver Wendell (American 1809-1894) (a) Chambered Nautilus, The (26)	This is the ship of pearl which poets feign	VIII	1, 6, 24, 25, 26
(b) Last Leaf, The (109)	I saw him once before	VIII	24, 25
(c) Old Ironsides (33)	Ay, tear her tattered ensign down	VI	6, 24, 25, 26, 30
(d) Union and Liberty (160)	Flags of the heroes who left us their glory,	VII	14
49. Hood, Thomas (English 1799-1845) (a) I Remember, I Remember (227)	I remember, I remember, the house where I was born	IV	4, 6, 25, 32

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
50. Hopkinson, Joseph (American 1770-1842) (a) Hail Columbia (152)	Hail Columbia, happy land!	IV	24, 25
51. Houghton, (Lord Milnes, R. W.) (English 1809-1885) (a) Good-Night and Good-Morning (81) (b) Lady Moon (82)	A fair little girl sat under a tree Lady moon, lady moon, where are you roving!	II II	9, 32 9, 32
52. Howe, Julia Ward (Mrs.) (American 1819-1910) (a) Battle Hymn of the Republic (34)	Mine eyes have seen the glory of the coming of the Lord	VIII	26
53. Howitt, Mary (English 1799-1888) (a) Fairies of the Caldon Low, The (292) (b) Voice of Spring, The (The Coming of Spring) (200)	And where have you been, my Mary, I am coming, little maiden,	III III	9, 25, 26 32 9
54. Howlister, Mary (American) (a) Our Flag (260)	There are many flags in many lands	II	13
55. Hugo, Victor (French 1802-1885) (a) Good Night (161)	Good-Night! Good-Night! Far flies the night	I	3
56. Hunt, Leigh (James Henry) (English 1784-1859) (a) Abou Ben Adhem (11)	Abou Ben Adhem (may his tribe increase!)	VI	1, 4, 6 9, 25, 26 30
57. Ingelow, Jean (English 1820-1897) (a) Seven Times One (18)	There's no dew left on the daisies and clover	II	9, 25, 32
58. Jackson, Helen Hunt (Mrs.) (American 1831-1885) (a) Down to Sleep (75) (b) October's Bright Blue Weather (12) (c) September (6)	November woods are bare and still, O suns and skies and clouds of June, The goldenrod is yellow	V IV III	30 26, 30 32
59. Jelliffe, Helena L. (Mrs.) (American 1867-1916) (a) Clovers, The (293)	The clovers have no time to play	II	7
60. Jewett, Sarah Orne (American 1849-1909) (a) Discontent (182)	Down in the field one day in June	II	32

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
61. Jones, Wm. (English 1746-1794) (a) What Constitutes a State? (261)	What constitutes a state?	VIII	4, 25, 26
62. Keats, John (English 1795-1821) (a) On the Grasshopper and Cricket (294)	The poetry of earth is never dead:	V	25, 30
63. Keble, John (English 1792-1866) (a) All Things Beautiful (295)	All things bright and beautiful,	I	12
64. Key, Francis Scott (American 1780-1843) (a) Star Spangled Banner, The (8)	O say, can you see, by the dawn's early light	V	6, 24, 25, 26
65. Kingsley, Chas. (English 1819-1875) (a) Farewell, A (162) (b) Lost Doll, The (Water Babies, The) (83) (c) Three Fishers, The (262)	My fairest child, I have no song to give you; I once had a sweet little doll, dears, Three fishers went sailing away to the West	IV II VI	4, 6, 9, 25, 26, 30, 9 4, 25
66. Kipling, Rudyard (English 1865-) (a) If (263) (b) L'Envoi (228) (c) Recessional (48) (d) White Seal, The (Seal's Lullaby, The) (183)	If you can keep your head when all about you When earth's last picture is painted, and and tubes are twisted and dried God of our fathers, known of old Oh, hush thee my baby the night is behind us	VIII VIII VIII II	1 1, 25 1, 6, 20, 25, 26, 30, 32
67. Krout, Mary Hannah (American 1857-) (a) Little Brown Hands (163)	They drive home the cows from the pasture	III	12
68. Lang, Andrew (Scotch 1844-1912) (a) Scythe Song (264)	Mowers, weary and brown, and blithe,	VI	25, 30
69. Lanier, Sidney (American 1842-1881) (a) Song of the Chattahoochee, The (229)	Out of the hills of Habersham	VIII	1, 24, 25

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
70. Larcom, Lucy (American 1826-1893)		II	25, 26, 31
(a) Brown Thrush, The (35)	There's a merry brown thrush sitting up in the tree	IV	16
(b) Calling the Violet (296)	Dear little Violet,	II	16
(c) If I Were a Sunbeam (201)	If I were a sunbeam,	III	32
(d) Rivulet, The (297)	Run, little rivulet, run!		
71. Lear, Edward (English 1812-1888)			
(a) Nonsense Alphabet (265)	A was an ant who seldom stood still	I	19
(b) Owl and the Pussy Cat, The (115)	The owl and the pussy cat went to sea	II	1, 6, 25, 32
72. Longfellow, Henry Wadsworth (American 1807-1882)			
(a) Arrow and the Song, The (13)	I shot an arrow into the air,	IV	6, 18, 24, 25, 26
(b) Bell of Atri, The (202)	At Atri in Abruzzo, a small town	IV	18
(c) Builders, The (57)	All are architects of Fate,	VI	1, 18
(d) Building of the Ship, The (153)	Then the master with a gesture of command	VII	1, 18
(e) Children's Hour, The (2)	Between the dark and the daylight	III	1, 4, 18, 24, 25, 26
(f) Courtship of Miles Standish, The (266)	In the Old Colony days, in Plymouth the land of the Pilgrims	VII	18
(g) Day is Done, The (44)	The day is done, and the darkness	V	1, 18, 25
(h) Daybreak (103)	A wind came up out of the sea	IV	18, 25
(i) Evangeline (203)	This is the forest primeval	VII	18, 24
(j) Excelsior (140)	The shades of night were falling fast	V	18, 25, 26
(k) Hiawatha (68)	Should you ask me whence these stories?	II	18
(l) Hiawatha's Childhood (36)	By the shores of Gitche Gumee	II	6, 9, 18, 25
(m) Hiawatha's Friends (298)	Two good friends of Hiawatha	IV	18
(n) Hiawatha's Sailing (104)	Give me your bark, O Birch Tree!	III	18
(o) King Robert of Sicily (299)	Robert of Sicily, brother of Pope Urbane	VII	18
(p) Ladder of St. Augustine, The (267)	Saint Augustine! well hast thou said	VII	18
(q) Old Clock on the Stairs, The (204)	Somewhat back from the village street,	V	18, 25
(r) Paul Revere's Ride (49)	Listen my children, and you shall hear	V	1, 18, 25, 26

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
(s) Psalm of Life, A (63)	Tell me not in mournful numbers	VI	1, 6, 18, 24, 25, 26
(t) Rain in Summer (131)	How beautiful is the rain	IV	18, 30
(u) Rainy Day, The (164)	The day is cold, and dark, and dreary,	VII	18, 25
(v) Sandalphon (300)	Have you read in the Talmud of old?	VI	18
(w) Ship of State, The (Building of the Ship, The) (105)	Thou, too, sail on, O ship of State	V	18
(x) Village Blacksmith, The (4)	Under a spreading Chestnut tree	IV	6, 9, 18, 24, 25, 26
(y) Wreck of the Hesperus, The (205)	It was the schooner Hesperus	IV	6, 9, 18, 25, 26, 30
73. Lowell, James Russell (American 1819-1891)			
(a) Aladdin (230)	When I was a beggarly boy,	V	25
(b) Day in June, A (132)	O, what is so rare as a day in June	VIII	1, 4, 6, 24, 25, 26
(c) Fatherland, The (133)	Where is the true man's fatherland	VII	25, 26, 30
(d) Finding of the Lyre (231)	There lay upon the ocean's shore	VII	6
(e) First Snowfall, The (15)	The snow had begun in the gloaming	IV	24, 25
(f) Fountain, The (141)	Into the sunshine	IV	12
(g) Heritage, The (206)	The rich man's son inherits land	V	25, 26
(h) Ode Recited at the Harvard Commemoration (301)	Weak winged is song,	VIII	24, 25
(i) Stanzas on Freedom (268)	They are slaves who fear to speak	VIII	24
(j) To the Dandelion (165)	Dear common flower that grows beside the way,	VI	25, 26, 30
(k) Vision of Sir Launfal, The (69)	Over his keys the musing organist	VIII	12
(l) Yussouf (207)	A stranger came one night to Yussouf's tent	VII	12
74. Macaulay, Thomas Babington (English 1800-1859)			
(a) Horatius (Lays of Ancient Rome (184)	Lars Porsena of Clusium	VII	1, 6, 25, 26
75. MacDonald, George (Scotch 1824-1905)			
(a) Baby, The (At the Back of the Northwind) (94)	Where did you come from baby dear?	I	1, 24, 26
(b) Little White Lily, The (269)	Little white lily	II	6, 25, 26, 32
(c) Wind and the Moon, The (142)	Said the wind to the moon, "I will blow you out."	IV	6, 25, 26

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
76. Mackay, Chas, (Scotch 1814-1889)			
(a) Miller of the Dee, The (270)	There dwelt a miller hale and bold	III	24, 25
(b) Tubal Cain (232)	Old Tubal Cain was a man of might	VI	12
77. Miller, Emily (Mrs.) (American 1833-1913)			
(a) Bluebird, The (30)	I know the song that the bluebird is singing	II	32
78. Miller, Joaquin (Miller, Cincinnatus Hiner) (American 1841-1913)			
(a) Columbus (45)	Behind him lay the gray Azores	VII	1, 6, 24 25, 26, 30
79. Milton, John (English 1608-1674)			
(a) On His Blindness (302)	When I consider how my light is spent	VIII	1, 4, 6 25, 26
(b) Song on a May Morn- ing (303)	Now the bright morn- ing star, day's harbinger	V	25, 26, 30
80. Moore, Clement Clarke (American 1779-1863)			
(a) Visit from St. Nich- olas, A (40)	'Twas the night before Christmas, when all through the house,	III	24, 26
81. Moore, Thomas (Irish 1779-1852)			
(a) Minstrel Boy, The (304)	The Minstrel-boy to the war has gone,	VI	25, 30
82. Morris, George Pope (American 1802-1864)			
(a) Woodman, Spare That Tree (106)	Woodman, spare that tree	V	4, 6, 24 25
83. Nesbitt, Wilbur Dick (American 1871-)			
(a) Your Flag and My Flag (271)	Your flag and my flag	III	12
84. Newman, John Henry (Cardinal Newman) (English 1801-1890)			
(a) Lead Kindly Light (Pillar of the Cloud, The) (166)	Lead kindly light, amid the encircling gloom	VIII	4, 6, 25
85. Payne, John Howard (American 1791-1852)			
(a) Home, Sweet Home (76)	'Mid pleasures and pal- aces though we may roam,	IV	6, 25
86. Perry, Nora (American 1832-1896)			
(a) Coming of Spring, The (167)	There's something in the air	VI	26

TABLE XV—(Continued)

Author and Title	First Line	Grade	Refer- ence
87. Pierpont, John (American 1785-1866) (a) Warren's Address (84)	Stand! the ground's your own, my braves!	VIII	4, 6, 24 25, 26, 30
88. Poulsson, Emilie (American 1853-) (a) First Christmas, The (305) (b) While Stars of Christmas Shine (306)	Once a little baby lay While stars of Christmas shine	I I	13 13
89. Proctor, Adelaide (English 1825-1864) (a) One by One (272)	One by one the sands are flowing,	VI	25
90. Procter, Bryan Waller (Barry Cornwall) (English 1787-1874) (a) Sea, The (116)	The sea! the sea! the open sea	IV	24, 25, 26 30
91. Rands, William Bright (English 1823-1882) (a) Great, Wide, Beautiful, Wonderful, World (Child's World, The; Wonderful World, The) (23)	Great, wide, beautiful, wonderful world	III	24, 25, 26 32
92. Read, Thomas Buchanan (American 1822-1872) (a) Sheridan's Ride (154)	Up from the south, at break of day,	VI	1, 6, 25 26
93. Riley, James Whitcomb (American 1853-1916) (a) Brook Song, A (208) (b) Knee Deep in June (185) (c) Life Lesson, A (233) (d) Little Orphant Annie (155) (e) Old Glory (Name of Old Glory, The (95) (f) Song, A (168) (g) Sudden Shower, A (143)	Little brook! Little brook! Tell you what I like the best There! little girl, don't cry! Little orphant Annie's come to our house to stay, Old Glory! say, who by the ships and the crew There is ever a song somewhere my dear Barefooted boys scud up the street	IV V VII III VI V IV	21 1 24, 25 26 30 21 21
94. Rossetti, Christina Georgina (English 1830-1894) (a) Boats Sail on the Rivers (96) (b) Milking Time (273)	Boats sail on the rivers When the cows come home, the milk is coming	I II	12 32

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
(c) O, Lady Moon (307)	O Lady Moon, your horns point toward the east:	I	32
(d) Swallow, The (308)	Fly away, fly away, over the sea,	III	19
(e) What Does the Bee do? (309)	What does the bee do?	I	12
(f) Wind, The (58)	Who has seen the wind?	I	25, 26, 31
95. Sangster, Margaret Elizabeth (American 1838-1912)			
(a) We Thank Thee (310)	For peace and for plenty, for freedom, for rest,	II	2
96. Saxe, John Godfrey (American 1816-1887)			
(a) Blind Men and the Elephant, The (311)	It was six men of Indostan	V	25
97. Scott, Sir Walter (Scotch 1771-1832)			
(a) Breathes There a Man (Love of Country; My Native Land; Patriotism) (7)	Breathes there a man with soul so dead	VIII	1, 4, 9, 26, 30
(b) Lady of the Lake (312)	Harp of the north that mouldering long has hung	VIII	22
(c) Lochinvar (209)	Oh, young Lochinvar's come out of the west	VI	6, 25, 26, 30
(d) Lullaby of an Infant Chief (234)	O, hush thee, my babie, thy sire was a knight,	II	25, 32
98. Shakespeare, Wm. (English 1564-1616)			
(a) Ariel's Song (Tempest, The) (313)	I. Come unto these yellow sands II. Foot it featly here and there; III. Where the bee sucks there suck I; IV. Full fathom five thy father lies;	II	30 30 9, 30 30
(b) Good Name (Reputation) (Othello) (210)	Good name in man and woman, dear my lord,	VII	
(c) Hark, Hark! the Lark (Cymbeline) (186)	Hark! Hark! the lark at Heaven's gate sings	VI	4, 9, 25, 30
(d) Mark Anthony's Address (Julius Caesar) (235)	Friends, Romans, Countrymen!	VIII	6
(e) Mercy Speech (Merchant of Venice) (50)	The quality of mercy is not strained	VIII	1, 6
(f) Orpheus With His Lute (King Henry the Eighth) (236)	Orpheus with his lute made trees,	VI	9, 30
(g) Polonius to Laertes (Hamlet) (144)	And these few precepts in thy memory	VIII	1, 6, 30
(h) Under the Greenwood Tree (As You Like It) (117)	Under the greenwood tree	V	9, 25, 26, 30

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
99. Shaw, D. T. (American) (a) Columbia, the Gem of the Ocean (314)	O, Columbia the gem of the ocean	III	12
100. Shelley, Percy, Bysshe (English 1792-1822) (a) Cloud, The (118)	I bring fresh showers for the thirsty flowers	VIII	1, 25, 30
(b) To a Skylark (169)	Hail to thee, blithe spirit	VIII	1, 4, 6 25, 26, 30
101. Sherman, Frank Dempster (American 1860-1916)			
(a) Clouds (187)	The sky is full of clouds today	III	23, 32
(b) Daisies (37)	At evening when I go to bed	II	12, 23
(c) Dewdrop, A (119)	Little drop of dew	I	23, 31
(d) Four Winds, The (110)	In winter, when the wind I hear	II	23
(e) Goldenrod (156)	Spring is the morning of the year	I	23
(f) Hide and Seek (238)	Now hide the flowers beneath the snow,	II	23
(g) Leaves at Play (170)	Scamper, little leaves, about	I	23
(h) May (274)	May shall make the world anew,	VI	23, 32
(i) Real Santa Claus, A (237)	Santa Claus I hang for you	III	23
(j) Snowbird, The (239)	When all the ground with snow is white,	I	23
(k) Snowflakes (211)	Out of the sky they come	II	23
(l) Song for Winter (315)	Now winter fills the world with snow	I	23
(m) Wizard Frost (212)	Wonderous things have come to pass	III	23
102. Sill, Edward Roland (American 1841-1887)			
(a) Opportunity (111)	This I beheld, or dreamed it in a dream:—	VIII	1, 25, 30
103. Smith, Samuel Francis (American 1808-1895)			
(a) America (1)	My country 'tis of thee	II	6, 24, 25 26
104. Southey, Caroline (Mrs.) (Bowles, Ann) (English 1786-1854)			
(a) Little Ladybird, The (316)	Lady-bird! lady-bird fly away home	III	31
105. Southey, Robert (English 1774-1843)			
(a) Inchcape Rock, The (213)	No stir in the air, no stir in the sea,	V	6, 9, 25 30

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
106. Stedman, Edmund Clarence (American 1833-1908)			
(a) What the Winds Bring (188)	Which is the wind that brings the cold?	III	32
107. Stevenson, Robert Louis (Scotch 1850-1894)			
(a) Autumn Fires (120)	In the other gardens	I	27
(b) Bed in Summer (14)	In the winter I get up at night	I	9, 27
(c) Cow, The (77)	The friendly cow all red and white,	I	9, 31
(d) Farewell to the Farm (318)	The coach is at the door at last;	II	27
(e) Foreign Children (171)	Little Indian, Sioux or Crow	II	27
(f) Foreign Lands (172)	Up into the cherry tree	II	25, 26, 27
(g) Good Play, A (317)	We built a ship upon the stairs	II	27
(h) Happy Thought (275)	The world is so full of a number of things,	I	25, 26, 27
(i) Lamplighter, The (145)	My tea is nearly ready and the sun has left the sky	I	9, 27
(j) Land of Counterpane, The (121)	When I was sick and lay abed	I	9, 26, 27
(k) Land of Story Books, The (38)	At evening when the lamp is lit	II	26, 27, 32
(l) Moon, The (320)	The moon has a face like the clock on the wall	I	27
(m) My Bed is a Boat (134)	My bed is like a little boat;	II	25, 26, 27
(n) My Shadow (5)	I have a little shadow that goes in and out with me,	I	6, 24, 25, 26, 27
(o) Rain (64)	The rain is raining all around,	I	27, 31
(p) Singing (319)	Of speckled eggs the birdie sings	I	27
(q) Sun's Travels, The (135)	The sun is not abed, when I	II	27
(r) Swing, The (22)	How do you like to go up in a swing,	I	27
(s) Time to Rise (321)	A birdie with a yellow bill	I	27
(t) Where Go the Boats? (65)	Dark brown is the river	II	27, 32
(u) Whole Duty of Children (276)	A child should always say what's true	I	25, 26, 27
(v) Wind, The (9)	I saw you toss the kites on high	II	26, 27, 30
(w) Windy Nights (70)	Whenever the moon and stars are set	II	27, 32
108. Stoddard, Richard Henry (American 1825-1903)			
(a) Abraham Lincoln (322)	This man whose homely face you look upon,	VII	24, 30

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
109. Tate, Nahum (English 1652-1715) (a) Christmas (While Shepherds Watched) (173)	While shepherds watched their flocks by night	IV	25, 26, 30
110. Taylor, Bayard (American 1825-1878) (a) Song of the Camp, The (240)	"Give us a Song!" the soldier cried,	VII	6, 24, 25 26, 30
111. Taylor, Jane (English 1783-1824) (a) I Like Little Pussy (146)	I like little pussy	I	25, 26, 31
(b) Thank You, Pretty Cow (214)	Thank you, pretty cow, that made	I	32
(c) Twinkle, Twinkle, Little Star (59)	Twinkle, twinkle, little star;	I	31
(d) Violet, The (147)	Down in a green and shady bed	III	25, 26, 32
112. Tennyson, Lord Alfred (English 1809-1892) (a) Bird and the Baby, The (25)	What does little birdie say	I	9, 25, 26
(b) Break, Break, Break (136)	Break, break, break,	VI	4, 25
(c) Brook, The (46)	I come from haunts of coot and hern,	IV	6, 25, 26 30
(d) Bugle Song (41)	The splendor falls on castle walls	VI	12
(e) Charge of the Light Brigade (66)	Half a league, half a league,	VI	1, 6, 9 25, 26, 30
(f) Crossing the Bar (137)	Sunset and evening star,	VII	1, 6, 20 25, 26
(g) Eagle, The (323)	He clasps the crag with crooked hands;	VI	25
(h) Flower in the Crannied Wall (215)	Flower in the crannied wall	VIII	28
(i) In Memoriam (241)	Strong son of God, immortal Love,	VII	25
(j) King Arthur (242)	Leodogran the King of Camdiard	VIII	28
(k) Owl, The (157)	When cats run home and light is come,	III	32
(l) Ring Out Wild Bells (In Memoriam) (174)	Ring out wild bells, to the wild sky	VI	28
(m) Sir Galahad (243)	My good blade carves the casques of men,	VII	6, 25
(n) Sweet and Low (19)	Sweet and low, sweet and low,	III	9, 32
(o) Thristle, The (216)	Summer is coming, summer is coming	III	25, 26
(p) Winter, (Window, The) (244)	The frost is here	IV	28
113. Thaxter, Celia (Mrs.) (Alia Leighton) (American 1835-1894) (a) April (324)*		II	

*There seems to some doubt whether "April" and "Spring" are different poems or not. Granger mentions both titles. However, we have found the poem whose first line is "The alder by the river" under both titles.

TABLE XV—(Continued)

Author and Title	First Line	Grade	Reference
(b) Chanticleer (277)	I wake! I feel the day is near;	II	32
(c) Little Gustava (217)	Little Gustava sits in the sun,	III	25, 26, 32
(d) March (158)	I wonder what spend- thrift chose to spill	III	13
(e) Piccola (325)	Poor, sweet Piccola! did you hear	V	13
(f) Sandpiper, The (31)	Across the narrow beach we flit,	IV	6, 24, 25 26, 30
(g) Spring (97)*	The alder by the river	II	13, 32
(h) Wild Geese (189)	The wind blows, the sun shines, the birds sing loud	II	12
114. Thomas, Edith Matilda (American 1854-)			
(a) Talking in Their Sleep (190)	You think I am dead,	III	12
115. Vandegrift, Margaret (Janvier Margaret) (American 1845-1913)			
(a) Sand Man, The (191)	The rosy clouds float overhead,	III	25, 26, 30
116. VanDyke, Henry (Ameri- can 1852-)			
(a) Song Sparrow, The (326)	There is a bird I know so well,	III	12
117. Wadsworth, Olive A. (Mrs.) (Dana, Kath- arine Floyd) (Ameri- can 1835-1886)			
(a) Over in the Meadow (112)	Over in the meadow,	I	12
118. Watts, Isaac (English 1674-1748)			
(a) Busy Bee, The (245)	How doth the little busy bee	I	9
119. Whitman, Walt (Ameri- can 1819-1892)	O Captain! My Captain! our fearful trip is done,	VIII	1, 6, 9 24, 25, 26 30
(a) O Captain! My Cap- tain! (60)			
120. Whittier, John Greenleaf (American 1807-1892)			
(a) Barbara Fritchie (138)	Up from the meadows rich with corn,	V	6, 9, 25 26, 29, 30
(b) Barefoot Boy, The (20)	Blessings on three, little man,	V	1, 24, 25 26, 29, 30
(c) Corn Song, The (42)	Heap high the farmer's wintry hoard!	V	29, 30
(d) Huskers, The (246)	It was late in mild October, and the long autumnal rain	VII	29
(e) In School Days (88)	Still sits the school- house by the road,	V	24, 29
(f) Snowbound: A Winter Idyll (85)	Unwarmed by any sun- set light	VIII	24, 29, 30

*See note regarding Thaxter's "April."

TABLE XV—(Continued)

(g) Three Bells, The (327)	Beneath the low hung night cloud	IV	29
121. Wilder, J. N. (American)			
(a) Stand by the Flag (278)	Stand by the Flag! Its stars, like meteors gleaming,	VII	1
122. Wolfe, Chas. (English 1791-1823)			
(a) Burial of Sir John Moore, The (192)	Not a drum was heard, not a funeral note	VI	4, 6, 9 25, 26, 30
123. Wordsworth, Wm. (English 1770-1850)			
(a) Fidelity (328)	A barking sound the shepherd hears,	VI	6
(b) I Wandered Lonely as a Cloud (Daffodils, The) (21)	I wandered lonely as a cloud	VI	1, 4, 6 25, 26, 32
(c) Kitten and the Falling Leaves, The (248)	That way look, my infant lo!	III	26, 32
(d) Lucy Gray (Solitude) (247)	Of I had heard of Lucy Gray;	IV	9, 25, 26 32
(e) My Heart Leaps up When I Behold (Rainbow, The) (218)	My heart leaps up when I behold	V	4, 6, 25 26
(f) Pet Lamb, The (329)	The dew was falling fast, the stars began to blink;	IV	9
(g) To a Butterfly (148)	I've watched you now a full half hour,	III	25
(h) To a Skylark (193)	Up with me, up with me into the clouds	VI	25, 26
(i) We Are Seven (279)	A simple child, (I met a little cottage girl)	IV	26
(j) Written in March (175)	The cock is crowing	IV	4, 25, 26

We have tried to make the number of titles in this bibliography as small as possible, omitting collections which contained but one or two of the poems in our list. The result is that a few poems are not in any collection listed in the bibliography. Some of these are to be found in the collected works of poets—e.g. Tennyson's "The Bugle Song," Shakespeare's "Good Name" (Othello), etc. Others are printed in readers—such as Wadsworth's "Over in the Meadow." There are still a few poems, however, which are not to be found in any of these sources. In such cases we have referred the reader to Granger's "Index to Poetry and Recitation" (Code No. 12). This book does not contain the text of these poems but it gives references to sources in which the text appears.

IX—AUTHORS MENTIONED IN THE SELECTED LIST

Among the questions brought up by this study are the following: Who are the authors whose poems are mentioned in the Selected List? Who are the most popular authors? To what grades are their poems best adapted? Tables XVI and XVII attempt to answer these questions.

One hundred twenty-two poets contributed 326 of the 329 poems in the Selected List. The remaining three poems are anonymous. The list of authors contains the names of most of the major English and American poets, as well as the names of many minor poets—particularly of the minor American poets. One of the interesting possibilities of this study would be an attempt to find out how nearly the material included in the Selected List approximates the type of literature with which our children should become familiar. While this is a problem for literary criticism and is quite outside the scope of the present report, one may at least point out two dominant tendencies as exhibited by the Selected List. The first is the marked tendency to favor things American. Not only is this apparent in the patriotic selections so often referred to, but it is also clear from the nationality of the authors. Of the 326 poems whose authors are known 183 are by American authors. This is a much larger number than the body of high-grade American and English verse would lead us to expect. It seems clear that the inclusion of an American poem offers less conclusive evidence of its merit than does the inclusion of an English poem.

TABLE XVI—NUMBER OF POEMS BY AUTHORS AND BY SUGGESTED GRADES. SELECTED LIST

Author	Primary Grades (I, II)	Intermediate Grades (III, IV, V)	Grammar Grades (VI, VII, VIII)	Total
Addison, Joseph			1	1
Aldrich, T. B.		1	1	2
Alexander, Mrs. C. F.	1		1	2
Allingham, Wm.	2	1		3
Allison, Joy	1			1
Anonymous*	2	1		3
Bangs, J. K.	1			1
Bates, Clara D.	1			1
Bennett, H. H.		1		1
Bjornson, Bjornsterne		1		1
Blake, Wm.	1		1	2
Brooks, Phillips		1	1	2

*A Laughing Chorus; The Secret; Sleep, Baby Sleep—From the German.

TABLE XVI—(Continued)

Author	Primary Grades (I, II)	Intermediate Grades (III, IV, V)	Grammar Grades (VI, VII, VIII)	Total
Brown, Kate L.	1			1
Browning, Elizabeth B.		1		1
Browning, Robert		1	4	5
Bryant, W. C.		3	7	10
Bunner, H. C.	1			1
Burns, Robert			3	3
Byron, Lord			2	2
Campbell, Thomas			2	2
Carlyle, Thomas		1		1
Cary, Alice		1	2	3
Cary, Phoebe	3	2		5
Child, Lydia M.	2			2
Coleridge, S. T.	1	1		2
Cone, Helen G.		1		1
Coolidge, Susan	1			1
Cooper, George	3	1		4
Cowper, Wm.		1		1
Deland, Mary		1		1
Dodge, Mary	1			1
Drake, J. R.			1	1
Edwards, Matilda B.		1		1
Emerson, R. W.	1	2	4	7
Field, Eugene	7	3		10
Fields, J. T.		1		1
Finch, F. M.			1	1
Follen, Eliza	1			1
Garabrant, Nellie M.	1			1
Gould, Hannah F.		1		1
Gray, Thomas			1	1
Hale, Sarah J.	1			1
Hemans, Felicia		2		2
Herford, Oliver	1			1
Higginson, Ella		1		1
Hogg, James		2		2
Holland, J. G.			2	2
Holmes, O. W.			4	4
Hood, Thomas		1		1
Hopkinson, Joseph		1		1
Houghton, Lord	2			2
Howe, Julia W.			1	1
Howitt, Mary		2		2
Howlister, Mary	1			1
Hugo, Victor	1			1
Hunt, Leigh	1			1
Ingelow, Jean	1			1
Jackson, Helen H.		3		3
Jelliffe, Helena L.	1			1
Jewett, Sarah O.	1			1
Jones, Wm.			1	1
Keats, John		1		1
Keble, John	1			1
Key, F. S.		1		1
Kingsley, Charles	1	1	1	3
Kipling, Rudyard	1		3	4
Krout, Mary		1		1
Lang, Andrew			1	1

TABLE XVI—(Continued)

Author	Primary Grades (I, II)	Intermediate Grades (III, IV, V)	Grammar Grades (VI, VII, VIII)	Total
Lanier, Sidney			1	1
Larcom, Lucy	2	2		4
Lear, Edward	2			2
Longfellow, H. W.	2	14	9	25
Lowell, J. R.		4	8	12
Macaulay, T. B.			1	1
MacDonald, George	2	1		3
Mackay, Charles		1	1	2
Miller, Emily	1			1
Miller, Joaquin			1	1
Milton, John		1	1	2
Moore, C. C.		1		1
Moore, Thomas			1	1
Morris, G. P.		1		1
Nesbitt, W. D.		1		1
Newman, J. H.			1	1
Payne, J. H.		1		1
Perry, Nora			1	1
Pierpont, John			1	1
Poulsson, Emilie	2		1	1
Procter, Adelaide			1	1
Procter, B. W.		1		1
Rands, W. B.		1		1
Read, T. B.			1	1
Riley, J. W.		5	2	7
Rossetti, Christina	5	1		6
Sangster, Margaret	1			1
Saxe, J. G.		1		1
Scott, Sir Walter	1		3	4
Shakespeare, Wm.	1	1	6	8
Shaw, D. T.		1		1
Shelley, P. B.			2	2
Sherman, F. D.	9	3	1	13
Sill, E. R.			1	1
Smith, S. F.	1			1
Southey, Caroline		1		1
Southey, Robert		1		1
Stedman, Edmund		1		1
Stevenson, R. L.	23			23
Stoddard, R. H.			1	1
Tate, Nahum		1		1
Taylor, Bayard			1	1
Taylor, Jane	3	1		4
Tennyson, Alfred	1	5	10	16
Thaxter, Celia	4	4		8
Thomas, Edith		1		1
Vandegrift, Margaret		1		1
Van Dyke, Henry		1		1
Wadsworth, Olive A.	1			1
Watts, Isaac	1			1
Whitman, Walt			1	1
Whittier, J. G.		5	2	7
Wilder, J. N.			1	1
Wolfe, Charles			1	1
Wordsworth, Wm.		7	3	10

Who are Excluded—The second tendency is evident in the practical exclusion of all foreign writers. Of the 329 poems only two, "Sleep Baby Sleep" (anonymous) and Hugo's "Good Night," are translations from another language. It is a question whether some of the admirable French and German poems—some of which have been translated by poets shown in this study to be especially popular—should not be included. It may be added that one or two of the national hymns of other countries just missed inclusion in the Selected List. The Marseillaise was mentioned *four* times.

An examination of the authors and poems listed in our tables reveals some surprising omissions. For example, even among American poets we do not find Poe. We should have expected to find at least two or three of his poems—the ones especially characterized by richness of imagery and rhythm. Among English poets no mention is made of Mathew Arnold nor of Dryden. Keats is represented only by "On the Grasshopper and the Cricket"—a questionable selection. Four lines from the "Ancient Mariner" and the "Answer to a Child's Question" are all that we find by Coleridge. As has been pointed out before, there is a total absence of modern verse. A careful selection of recent poems should be made, and a portion of it should be taught, for some of the poetry of the day is undoubtedly good.

Who are Included—One hundred twenty-two poets, however—a sufficient number, one might say—are represented on our Selected List of poems. The following table shows the number of poets who contributed the indicated number of poems as shown by Table XVI.

Number of Poems	Number of Poets
1	76
2	18
3	6
4	6
5	2
6	1
7	3
8	2
9	0
10	3
11	0
12	1
13	1
16	1
23	1
25	1
Total	122

Thus, 76 or more than half of the 122 poets contributed but one poem to our list. Only eight poets, Longfellow, Stevenson, Tennyson, Sherman, Lowell, Field, Bryant, and Wordsworth had ten or more poems in the Selected List. The poets who contributed six or more poems are as follows:

Longfellow	25
Stevenson	23
Tennyson	16
Sherman	13
Lowell	12
Field	10
Bryant	10
Wordsworth	10
Shakespeare	8
Thaxter	8
Emerson	7
Riley	7
Whittier	7
Rossetti (Christina)	6

Grades for Which Each Author's Poems are Appropriate

—Table XVI shows the grading of the poems contributed by each author. This is shown not by yearly grades but by groups of yearly grades. Grades I and II form the first group; Grades III -V the second group; and Grades VI -VIII the third. This division of the elementary school was used because it was thought that the interest and abilities of children in these groups were rather sharply defined. These divisions are commonly referred to as Primary, Intermediate and Grammar grades. The idea was to indicate the authors whose poems as shown in our lists were most suitable to the above divisions of the elementary school. For example all of Stevenson's poems are listed for the Primary grades. Eugene Field and Frank Dempster Sherman also wrote for the most part for the Primary children. Longfellow is clearly the poet of the intermediate grades, although he contributed a number of poems for the grammar grades. Most of Tennyson's and Lowell's poetry was regarded as suitable for the grammar grades although each contributed a few poems to lower grades.

Popularity of Authors—In order to determine the relation between the number of poems which an author furnished to the Selected List, and the popularity of these poems Table XVII was devised. It indicates the frequency of mention (all poems considered) which each author received in the Primary, Intermediate and Grammar grades, as well as the total frequency for all grades combined. The table reads as follows (second

line) : Aldrich was mentioned by the listing of a poem or poems four times in Grades I, and II, seventeen times in Grades III, IV, and V, and eleven times in Grades VI, VII, and VIII—a total of thirty-two listings. This table may be used in the same way as Table XVI to find out the poets best suited to Primary, Intermediate, or Grammar grades.

TABLE XVII—FREQUENCY OF MENTION OF EACH AUTHOR REPRESENTED IN THE SELECTED LIST

Author	Primary Grades (I, II)	Intermediate Grades (III, IV, V)	Grammar Grades (VI, VII, VIII)	Total
Addison, Joseph		1	12	13
Aldrich, T. B.	4	17	11	32
Alexander, Mrs. C.	18	3	4	25
Allingham, Wm.	22	30	1	53
Allison, Joy	12	4		16
Anonymous*	24	4		28
Bangs, J. K.	6			6
Bates, Clara D.	6	1		7
Bennett, H. H.	2	19	12	33
Bjornson, Bjornsterne	8	12		20
Blake, Wm.	8	5	3	16
Brooks, Phillips	3	23	7	33
Brown, Kate L.	21	1		22
Browning, Elizabeth B.	1	8		9
Browning, Robert	9	20	37	66
Bryant, W. C.	1	65	80	146
Bunner, H. C.	13	10		23
Burns, Robert		4	22	26
Byron, Lord			11	11
Campbell, Thomas		1	13	14
Carlyle, Thomas	9	13	1	23
Cary, Alice		22	25	47
Cary, Phoebe	22	27	2	51
Child, Lydia M.	31	13	1	45
Coleridge, S. T.	6	17	2	25
Cone, Helen		7	2	9
Coolidge, Susan	14	9		23
Cooper, George	30	9		39
Cowper, Wm.		4	1	5
Deland, Mary		5		5
Dodge, Mary	5			5
Drake, J. R.	2	7	19	28
Edwards, Matilda B.	4	4		8
Emerson, R. W.	11	33	46	90
Field, Eugene	130	87	1	218
Fields, J. T.	1	9	1	11
Finch, F. M.		2	15	17
Follen, Eliza	13			13
Garabrant, Nellie	5	3	1	9
Gould, Hannah F.	6	13		19
Gray, Thomas			9	9
Hale, Sarah J.	6			6
Hemans, Felicia		25	14	39

*A Laughing Chorus; The Secret; Sleep, Baby Sleep—From the German.

TABLE XVII—(Continued)

Author	Primary Grades (I, II)	Intermediate Grades (III, IV, V)	Grammar Grades (VI, VII, VIII)	Total
Herford, Oliver	7	1		8
Higginson, Ella	2	6		8
Hogg, James	2	24	3	29
Holland, J. G.	1	8	21	30
Holmes, O. W.		8	74	82
Hood, Thomas		5	2	7
Hopkinson, Joseph	2	5	4	11
Houghton, Lord	29	9		38
Howe, Julia W.	2	7	18	27
Howitt, Mary	1	12		13
Howlister, Mary	3	3		6
Hugo, Victor	9	1		10
Hunt, Leigh		13	22	35
Ingelow, Jean	22	11		33
Jackson, Helen H.	17	73	6	96
Jelliffe, Helena L.	5			5
Jewett, Sarah O.	6	3		9
Jones, Wm.			6	6
Keats, John		3	2	5
Keble, John	5			5
Key, F. S.	4	20	14	38
Kingsley, Chas.	16	14	5	35
Kipling, Rudyard	3	4	39	46
Krout, Mary		10		10
Lang, Andrew			6	6
Lanier, Sidney		1	6	7
Larcom, Lucy	24	21		45
Lear, Edward	12	8		20
Longfellow, H. W.	51	232	133	416
Lowell, J. R.	1	58	85	144
Macaulay, T. B.		1	8	9
MacDonald, George	24	11		35
Mackay, Charles		7	6	13
Miller, Emily	15	13		28
Miller, Joaquin		3	22	25
Milton, John		3	7	10
Moore, C. C.	9	17		26
Moore, Thomas		1	4	5
Morris, G. P.		14	2	16
Nesbitt, W. D.	1	4	1	6
Newman, J. H.		3	7	10
Payne, J. H.	2	12	6	20
Perry, Nora	2	4	4	10
Pierpont, John		3	16	19
Poulsson, Emilie	8	2		10
Procter, Adelaide		3	3	6
Procter, B. W.		9	5	14
Rands, W. B.	10	22		32
Read, T. B.		1	10	11
Riley, J. W.		49	25	74
Rossetti, Christina G.	56	5		61
Sangster, Margaret	4	1		5
Saxe, J. G.		3	2	5
Scott, Sir Walter	3	13	44	60
Shakespeare, W.	3	21	62	86
Shaw, D. T.	1	4		5

TABLE XVII—(Continued)

Author	Primary Grades (I, II)	Intermediate Grades (III, IV, V)	Grammar Grades (VI, VII, VIII)	Total
Shelley, P. B.	1	4	19	24
Sherman, F. D.	96	35	3	134
Sill, E. R.			15	15
Smith, S. F.	26	25	8	59
Southey, Caroline	2	3		5
Southey, Robert		5	3	8
Stedman, Edmund	3	6		9
Stevenson, R. L.	323	58	1	382
Stoddard, R. H.		1	4	5
Tate, Nahum		7	3	10
Taylor, Bayard		1	6	7
Taylor, Jane	44	11		55
Tennyson, A.	46	78	109	233
Thaxter, Celia	33	53	3	89
Thomas, Edith M.	2	7		9
Vandegrift, Margaret	1	8		9
Van Dyke, Henry	1	3	1	5
Wadsworth, Olive A.	15			15
Watts, Isaac	7			7
Whitman, Walt			23	23
Whittier, J. G.	3	81	37	121
Wilder, J. N.		2	4	6
Wolfe, Charles		1	8	9
Wordsworth, W.	7	61	34	102

The fourteen authors who received the highest frequency of mention are the following:

Author	Frequency of Mention
Longfellow	416
Stevenson	382
Tennyson	233
Field	218
Bryant	146
Lowell	144
Sherman	124
Whittier	121
Wordsworth	102
Jackson	96
Emerson	90
Thaxter	89
Shakespeare	86
Holmes	82

Twelve of these fourteen authors are also on the list of the fourteen who contributed the greatest number of poems to the Selected List. Longfellow, Stevenson, and Tennyson are the first three poets on each list in the order given. The first seven poets on both lists are likewise the same, but there is some variation in their order.

The two poets who were on the list of the fourteen receiving the highest frequency of mention, but who were not on the list of the fourteen who contributed the most poems were Holmes and Jackson. Only four of Holmes' poems are included in the Selected List; but each of them received a high frequency of mention. Likewise the three poems contributed by Helen Hunt Jackson were very popular. Thus the frequency of mention which she received was greater than that of several authors who contributed a larger number of less popular poems. The authors who contributed a large enough number of poems to place them among the fourteen having the largest number of poems mentioned, but whose poems were not mentioned often enough to place them among the fourteen most frequently mentioned, were Rossetti and Riley. Rossetti contributed seven poems, only one of which received a mention as high as seventeen, and three of which received a mention of five (the lowest number of "mentions" which would secure the listing of a poem). Riley, who contributed seven poems to the Selected List, ranked fifteenth in "Frequency of Mention" and consequently fell just outside the group of fourteen most frequently mentioned authors.

Patriotic poems and well-known selections by authors who contributed but one or two poems inversely affected the relationship between the two tables. For instance, "America" with a total frequency of 59 gives S. F. Smith a comparatively high rank in the list of "Total Frequency of Mention" while he is at the foot of the list of "Number of Poems Contributed." The same condition holds true for Key's "Star Spangled Banner" with a frequency of 38. Ingelow also contributed one popular poem "Seven Times One" with a frequency of 33; and "The American Flag", the only poem by Drake in our list, has a frequency of mention of 28.

These cases, however, were so infrequent that the correlation was effected but slightly. The closeness of correspondence between "number of poems" and "number of mentions" as measures of an author's popularity is maintained throughout the entire list of 122 authors. The correlation coefficient (which best measures this correspondence) is $+0.96$.

X—QUANTITATIVE STANDARDS

This study would not be complete without an attempt to determine the *amount* of memory work required by the cities whose courses of study were used. The courses varied in their

types of quantitative requirements. Only 34 of them contained statements which were definite enough to be used.

A few courses (most of them not among the 34 just mentioned) recognized that the same requirements should not be set up for all children. For example, the course of study for Chelsea, Massachusetts, indicated in the following words, that individual differences among pupils should be taken into consideration: "It is not expected that all children will learn equal amounts or that any will be required to master every selection, but that each teacher will use such parts as seems best suited to the taste and ability of her class and such as she can present most enjoyably and efficiently."

This sort of statement, however, was unusual. Most of the courses of study which gave definite requirements expressed them in terms of poems to be learned during the year or semester. A few stated the number of poems required each month. All such statements were changed into the number of poems per year by multiplying the number for each semester by two or the number for each month by nine.

Three courses of study (New York, Jersey City and Lexington) stated the requirements only in terms of lines of poetry. In one other case (Yonkers, N. Y.), specific poems or parts of poems were required and the lines were counted for our purpose. Where requirements were given in terms of lines per week, they were likewise converted into requirements per year, the school year being regarded as composed of 36 weeks.

The Number of Poems Required to be Memorized—Table XVIII shows the quantitative requirements of all the cities whose courses contained such requirements. These are indicated for each grade in the form of the number of poems or the number of lines to be memorized each year. Several courses contained quantitative statements for some grades, but not for all. In a few such cases the requirements were evidently unintentionally omitted, and it was sometimes possible to infer them. Whenever such an inference was made, it was indicated in Table XVIII by a foot-note.

Table XVIII gives the detailed requirements by cities. From this arrangement it is difficult to secure a total impression. Accordingly, Table XIX has been made up to show, in the form of distributions, the number of courses of study requiring in each grade the memorizing of three poems, four poems,

TABLE XVIII—(Continued)

Cities	GRADES															
	I		II		III		IV		V		VI		VII		VIII	
	Poems	Lines	Poems	Lines	Poems	Lines	Poems	Lines	Poems	Lines	Poems	Lines	Poems	Lines	Poems	Lines
Spokane	6		6		6		6 ₃		6 ₃		6 ₃		6 ₃		6 ₃	
Salt Lake City	4		4		4		8		8		8		8		8	
St. Paul	8		8		8		6		6		6		6		6	
Tacoma			7		10		9		9		9		9		9	
Tulsa	9		9		9		10		8		8		8		8	
Washington	4	70	10	111	10	110	4	64	4	110	4	40	3	36	8 ₃	
Yonkers			5		5											

(1)—Maximum

(2)—Also other materials—e.g. proverbs

(3)—No data

(4)—One long, or two short poems each month

(5) By inference

five poems, etc. The three cases in which requirements were given only in terms of lines are necessarily omitted. This table is a condensation from a very great amount of detail. Out of the detail comes a surprising uniformity throughout the grades in respect to the number of poems required to be memorized. As far as the mode may be said to yield the best measures of general practice, we may say that the standard number of poems required in each grade, from the first through the eighth, is six. Although it probably forms no proper part of this report to discuss the suitability of the mode as an indication of the general practice, it is our belief that it affords the best measure of it in this case. This is especially true when we observe the strength of the mode. In all grades except the fifth and sixth, no other number of poems rivals six in frequency. Six poems, therefore, for each grade may be given as our best general expression of the current quantitative requirement for memory work.

As a criticism of the mode and as indicating the direction in which reasonable requirements may go, attention is called to the medians as given in Table XIX. Note that the medians are always higher than the modes. In the four upper grades, this tendency is especially marked, the differences between the median and the mode varying from 2 to $2\frac{1}{2}$ poems. This indicates clearly that the distributions are skewed. If one wishes to conform to usage and if one at the same time feels like taking liberties with the mode, one is justified in doing so in the direction of greater requirements. Thus one would be conservative in requiring 6 or 7 poems in the first four grades, and 6 to 8 poems in the last four grades.

TABLE XIX—DISTRIBUTION OF THE COURSES OF STUDY ACCORDING
TO THE NUMBER OF POEMS REQUIRED TO BE
MEMORIZED IN EACH GRADE*

No. of Poems Required	GRADES							
	I	II	III	IV	V	VI	VII	VIII
3							1	
4	5	5	5	3	2	3	1	
5		2	1		2	1	1	1
6	9	9	10	13	8	8	7	7
7	1	1	2	1			2	
8	4	5	4	5	7	7	4	3
9	5	4	4	4	5	7	5	4
10	2	3	2	1	1		1	
11			1					
12	2	1	1	1	1		1	2
Over 12							1 ¹	2 ²
Total	28	30	30	28	26	26	24	19
Mode	6	6	6	6	6	6	6	6
Median	7.0	6.9	6.9	6.8	8.1	8.1	8.0	8.5

* Table reads: 5 courses of study required a minimum of 4 poems to be memorized in the first grade; 5 required 4 poems in the second grade, etc.

(¹) Twenty poems (Oklahoma City)

(²) Nineteen poems (Oklahoma City) and sixteen poems (Bay City)

XI—"MEMORY GEMS"

In the interest of completeness we have given some attention to a type of memory material which, for want of a better name, we shall call memory gems. This material consists of short quotations, mostly in verse form, which like the proverbs to be discussed in Part II are quoted in full in the courses of study. These "gems" are not presented as whole pieces. They are always brief. It is true that a few of them have real literary value, but the large majority are nothing more than jingles of questionable value. Two examples of rhymes which were found in the courses of study are given herewith. Their trivial character is evident.

"A cheerful spirit gets on quick,
A grumbler in the mud will stick."

"Jog on, jog on, the footpath way,
And merrily jump the stile boys,
A merry heart goes all the day,
Your sad one tires in a mile boys."

It is ridiculous to require children to memorize such material. The teacher who desires quotations of literary value can readily find them in source books. A list of "collections of quotations" may be found in Part III of this report.

PART II—PROSE MATERIAL

Some of the courses of study required or suggested for memorizing material other than poetry. This material consisted of proverbs, biblical passages and a few longer prose selections.

I—PROVERBS

One city—Bridgeport, Conn.,—laid particular stress on proverbs. Not only were one hundred fifty of them listed to be memorized, but the reasons for doing so were carefully stated in the following words: "Proverbs are never out of place, and they have in all ages constituted a large part of the philosophy of life by which nations have lived. One of the misfortunes of our own age has been the increasing ignorance of these short, pithy sayings, which have expressed the experience of millions and helped millions more to act well their part in life."

We confess to a sense of agreement with the attitude of the writer of the Bridgeport Course of Study. It is indeed unfortunate that proverbs, in which are enshrined so much of the wisdom of the race and which have indeed played so important a part in education in the past, should be so largely neglected as these courses of study show to be the case. A proverb has been called "The wisdom of many and the wit of one." A French *bon mot* has it: "Les proverbes sont des échos de l'expérience." Proverbs were highly regarded by the ancient Greeks,—Aristotle commending them for their use in public speaking and Quintilian for their use in writing. Erasmus, who contributed largely to the restoration of letters in Europe, devoted much time to the collection and explanation of proverbs scattered through the works of Greek and Roman writers. Moreover the study of proverbs was one of the subjects pursued in the medieval universities.

Bohn* defines a proverb as an instructive sentence, or common and pithy saying in which more is generally designed than expressed; famous for its peculiarity and elegance and therefore, adopted by the learned as well as the unlearned. Some writers regard as proverbs simple comparisons, like "As swift as Achilles," or "As cunning as a fox." Others limit proverbs

* Bohn, H. G. A.: Handbook of Proverbs

** Christy: Proverbs, Maxims, and Phrases of All Ages.

to "common or pithy expressions which embody moral precepts or admitted truths." It is undoubtedly true that a great deal of insight as to the morals and standards of a people can be obtained from a study of their proverbs. Christy** uses the expression "as the people so the proverb." He also quotes the following old rhyme:

"The people's voice, the voice of God we call,
And what are proverbs but the public voice?
Coined first and common made by common choice,
Then sure they must have weight and truth withal."

The list of fifty proverbs given below was chosen from the entire list of 407 mentioned by the courses of study. The basis of selection was not, as in the case of the poems, frequency of mention. Indeed but few of these proverbs were mentioned in more than one course of study. The proverbs were chosen which best measured up to the following criteria:

- (1.) popularity or common usage.
- (2.) age—Does it occur in the standard collections of old proverbs?
- (3.) value of the moral precept or advice.

There are many collections of proverbs in the English language. A great many of these simply list the proverbs and give references to earlier collections, although a few discuss them and attempt to trace their source in the Greek or Latin. Some of the collections are quite old. Most of the fifty proverbs can be found in one or more of the collections listed below. The number preceding a book will be used as the code number and placed after the proverbs which occur in that particular collection.

1. Hazlitt's "English Proverbs and Proverbial Phrases" 1834.
2. Christy's "Proverbs, Maxims, and Phrases of all Ages" 1893.
3. Marshall's "Compendions Treatise in Metre" 1554.
4. Heywood's "Proverbs" 1562.
5. Camden's "Remaines" 1614.
6. Book of Merry Riddles 1629.
7. Clark's "Paroemiologia" 1639.
8. Herbert's "Outlandish Proverbs" 1640.
9. Fuller's "Gnomologia" 1732.
10. Franklin's "Poor Richard" 1733.
11. Bland's "Proverbs," (chiefly taken from Adagia of Erasmus) 1814.

FIFTY SELECTED PROVERBS

1. A bird in the hand is worth two in the bush. (1)
2. A bird is known by its note, a man by his talk. (1)
3. A book that remains shut is but a block. (1)
4. A dwarf on a giant's shoulder sees farther of the two.
(1) (8)
5. A fool and his money are soon parted. (2)
6. A lion may be beholden to a mouse. (1)
7. A penny saved is a penny earned. (1)
8. A rolling stone gathers no moss. (1) (7)
9. A still tongue makes a wise head. (1)
10. A stitch in time saves nine. (1)
11. All is not gold that glitters. (1) (4)
12. As you make your bed so you must lie in it. (1)
13. Better half a loaf than no bread. (1) (5)
14. Birds of a feather flock together. (1) (5) (6)
15. Brave actions never need a trumpet. (1)
16. Don't make a mountain of a mole-hill.
17. Every tub must stand upon its bottom. (1)
18. Experience keeps a dear school; but fools learn in no
other. (1)
19. Fair words hurt not the mouth. (1) (5)
20. Fine feathers do not make fine birds. (1)
21. Genius begins great works, labor alone finishes them.
22. God helps them that help themselves. (1) (10)
23. Good health is above wealth. (1)
24. Honesty is the best policy. (1)
25. If you wish a thing done, go; if not, send. (1)
26. Imitation is the sincerest flattery. (1)
27. It is hard for an empty bag to stand upright. (1)
28. Keep thy shop and thy shop will keep thee. (1) (10)
29. Knowledge is power. (1)
30. Labor conquers all things. (Labor omnia vincit.)
31. Little strokes fell great oaks. (1)
32. Little things are great to little men.
33. Lost time is never found again. (1)
34. Many hands make light work. (1) (4)
35. Never count your chickens before they are hatched.
36. One today is worth two tomorrows. (1)
37. Practice makes perfect. (1)
38. Procrastination is the thief of time. (1)

39. Rome was not built in a day. (1) (4)
40. Second thoughts are best. (1)
41. The army that comes off best loses some. (1)
42. The burnt child dreads the fire. (1)
43. The cat would eat fish, but would not wet her feet. (1) (4)
44. The mouse that hath but one hole is easily taken. (1)
45. The proof of the pudding is the eating. (1) (4) (7)
46. There is no royal road to learning. (1)
47. Waste not, want not. (1)
48. What cannot be cured must be endured. (1)
49. Where there's a will there's a way. (1)
50. While there is life there is hope.

II—BIBLICAL MATERIAL

The passages from the Bible consisted of psalms and selections, such as the Ten Commandments and the Beatitudes, as well as of short quotations. No argument is needed to convince one of the ignorance of the present generation regarding the Bible. In a literature class of the present day the simplest Biblical allusion is likely to be unfamiliar to a majority of the students. Since children do not learn the Bible in the home, undoubtedly it is the duty of the school to teach at least those portions of it which have particular literary and moral value. This is quite apart from the use of the Bible in religious instruction. It has great intrinsic literary value, and its influence upon other literature—both as to thought and form—has been even greater.

Of all Biblical material the twenty-third psalm was most frequently mentioned by the courses of study. It was listed 21 times. The nineteenth psalm was second with a total frequency of 17. It is evident that these psalms are as frequently required for memory as some of the most popular poems. Psalms I and XXIV were each mentioned 9 times; Psalms C and CXXI 7 times; and the Beatitudes 5 times. The rest of the longer Biblical passages fell below 5.

The frequency with which verses and other short quotations were mentioned was of little significance. Some of them occurred in the lists of proverbs, and many were not mentioned by more than one course of study.

The entire list of Biblical material is given below. It consists of whole selections and short quotations. In all cases the complete Biblical reference has been supplied. Not infrequently the quotations occur in more than one passage in the Bible. No attempt has been made to show all the places where the quotations may be found.

BIBLICAL MATERIAL

A.—WHOLE SELECTIONS

	Times Mentioned
1. Exodus 20:2-17 (Ten Commandments)	3
2. Psalms 1	9
3. " 8	1
4. " 19	17
5. " 23	21
6. " 24	9
7. " 37	1
8. " 42	1
9. " 46	3
10. " 65	1
11. " 67	2
12. " 90	4
13. " 91	1
14. " 95	1
15. " 96	1
16. " 100	7
17. " 103	2
18. " 121	7
19. " 148	2
20. Poverbs Ch. 1	1
21. " " 10	1
22. " " 15	1
23. " " 20	1
24. " " 22	1
25. Matt. Ch. 5 (The Beatitudes)	5

B.—SHORT QUOTATIONS

Quotation	Reference	Times Mentioned
1. A living dog is better than a dead lion	Eccl. 8:4	1
2. A merry heart doeth good like a medicine	Prov. 17:22	2
3. A soft answer turneth away wrath	Prov. 15:1	3
4. A wise son maketh a glad father	(Prov. 10:1 Prov. 15:20 Prov. 25:11)	1
5. A word fitly spoken is like apples of gold in pictures of silver		1
6. And with what measure ye mete, it shall be measured to you again	(Matt. 7:2 Mark 4:24 Luke 6:38 Prov. 23:7)	1
7. As he thinketh in his heart, so is he		1
8. Be not deceived	(1 Cor. 6:9 1 Cor. 15:33 Romans 12:16)	1
9. Be not wise in your own conceits		9

10. Blessed are the merciful for they shall obtain mercy	Matt. 5:7	..
11. Blessed is the man that endureth temptation	James 1:12	1
12. Cast thy bread upon the waters; for thou shalt find it after many days	Eccl. 11:1	1
13. Enter into His gates with thanksgiving and into His courts with praise. Be thankful unto Him and bless His name.	Psalms 100:4	1
14. Evil communications corrupt good manners	1 Cor. 15:33	1
15. Get wisdom .	Prov. 4:5	1
16. He that is slow to anger is better than the mighty and he that ruleth his spirit than he that taketh a city	Prov. 16:32	1
17. If the blind lead the blind, both shall fall into the ditch.	Matt. 15:14	1
18. In the sweat of thy face shalt thou eat bread	Gen. 3:19	1
19. It is more blessed to give than to receive	Acts 20:35	2
20. Judge not that you be not judged	Matt. 7:1	8
21. Keep thy tongue from evil, and thy lips from speaking guile	Psalms 34:13	1
22. Let another man praise thee and not thine own mouth	Prov. 27:2	1
23. Let the wicked forsake his way, and the unrighteous man his thought	Is. 55:7	1
24. Man doth not live by bread alone	Deut. 8:3	1
25. Mark the perfect man and behold the upright, for the end of that man is peace	Psalms 37:37	1
26. Pride goeth before destruction and a haughty spirit before a fall	Prov. 16:18	1
27. Prove all things; hold fast that which is good	1 Thess. 5:21	1
28. Remember Now Thy Creator	Eccl. 12:1	1
29. Render therefore to all their dues	Rom. 13:7	1
30. Righteousness exalteth a nation	Prov. 14:34	1
31. The borrower is servant to the lender	Prov. 22:7	1
32. The fool hath said in his heart, there is no God	(Psalms 14:1 Psalms 53:1)	1
33. The truth shall make you free	John 8:32	1
34. Therefore, all things whatsoever that men should do to you, do ye even so to them	Matt. 7:12	10
35. Thou shalt love thy neighbor as thyself	(Rom. 13:9 (Mark 12:31 (Jam. 2:8 (Gal. 5:14	1
36. Unstable as water thou shalt not excel	Gen. 49:4	1
37. Unto the pure all things are pure	Titus 1:15	1
38. Whatsoever a man soweth, that shall he also reap	Gal. 6:7	10
39. Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue and if there be any praise, think on these things	Phil. 4:8	2
40. Whatsoever thy hand findeth to do, do it with thy might	Eccl. 9:10	1
41. Woe unto them that call evil good, and good evil	Is. 5:20	1

III—LONGER PROSE SELECTIONS

The prose selection which was most frequently mentioned was Lincoln's "Gettysburg Address." This selection was as frequently required for memory as many of the most popular poems. The grade to which it was almost universally assigned was the eighth. The chances are that most children who graduate from the elementary school will have been required to memorize this selection. The other prose selections which occurred in the courses of study were practically limited to patriotic material. None of these received a high frequency of mention. In fact many of them occurred but once. The following list is representative of the prose material.

1. McDowell—Civic Creed.
2. Patrick Henry—An Appeal to Arms.
3. Wm. T. Page—The American Creed.
4. Pledge of Allegiance.
5. Preamble to the Constitution.
6. First paragraph of the Declaration of Independence.
7. The Athenian Oath.

This material is undoubtedly valuable for memory work. But the body of prose material valuable for this purpose is very extensive, and these few selections can hardly be said to represent it. At least two selections—The Preamble to the Constitution and the first paragraph of The Declaration of Independence are often memorized in connection with the work in history and civics. The investigation shows clearly that the prose material, as used in memory work, is limited in amount and restricted in character.

PART III—BIBLIOGRAPHIES

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The following are the fifty courses of study which were used in this report.

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